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ABSTRACT

Various aspects of the theme, "AccessAbility: Overcoming Information Barriers," are considered in the conference papers collected in this document. They include: (1) "The Library Image: A Barrier to Accessibility" (Janice S. Boyer); (2) "The Educationally Disadvantaged Student: How Can the Library Help?" (Michael Poma and Richard Jehlik); (3) "Library Security: Making Collections Accessible to All" (Anita Cook and Debra Pearson); (4) "When Just Processing Words Is not Enough" (Judellen Thornton-Jaringe); (5) "Librarians and the Law: Is It Time To Buy Malpractice Insurance?" (Christopher E. Le Beau); (6) "Take Two Medlines and Call Us in the Morning" (Joan Stark and Ruth Rasmussen); (7) "To Search or Not to Search: A Descriptive Study of Decision Factors" (Deborah Kane); (8) "Private Online Searching: Serving Community Needs" (Richard E. Voeltz); (9) "Access to Nebraska's Literary Magazines: The Role of Nebraska Libraries" (Anita Norman); (10) "To Claim or Not to Claim: The Heart of Serials Control" (Georgene E. Fawcett); (11) "Managing the Request for Proposal Process for an Online Public Access Catalog: The Academic Library Perspective" (Merri Ann Hartse); (12)"Putting LC Subject Headings to Work in the Online Catalog" (Gregory Wool); (13) "Better Access through Authority Control" (Sandra Herzinger); (14) "Enhancing Access to the OCLC Database: The UNL Experience" (Elaine A. Franco); and (15) "An Examination of Sexual Roles in Newbery Medal Winners, by Historical Time Period" (Terrence D. Nollen). Brief abstracts are provided for two additional presentations "The Nebraska Education Information Center Network" (Mary Jo Ryan), and "The Public Access Library System at the Creighton Health Sciences Library" (Curtis Hufteling and Nannette Bedrosky). (KM)

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"ACCESSABILITY: OVERCOMING INFORMATION BARRIERS"

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Held at

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May 29, 1987

Barbara J. Kacena
EDITOR

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INTRODUCTION

The theme "AcessAbility: Barriers to Information" provided the basis for the diverse selection of papers presented at the Nebraska Library Association's 1987 College and University Section, Spring Meeting. Library images, the stereotypes of librarians and library services were discussed as barriers. Changing these images and improving access to information were the themes of most papers presented at this year's conference. The uses of online bibliographic computer searching as an alternative service for accessing information brought forth several papers ranging from legal accountability issues to private information brokering; from when to select this method of information gathering to networking information services. Other public service areas touched on were library instruction and library security systems as means to improving access to library collections.

Several papers were presented that dealt with technical serivce issues concerned with accessing library collections. A barrier to information the public notices directly is the availability of serials; accessability of serials depends on efficient claiming practices when the need arises. Increasing the ease of accessing the library's collections through the use of an online catalog environment produced a number of papers on access points.

A library management paper which certainly had a definite effect on the library's image presented how to procure an online public access catalog. Creating inexpensive in-house publications by integrating graphic and word-processing software provided the third example of how libraries use computers, and how to improve the library's image.

The Executive Board of the College and University Section would like to thank Creighton University's Reinert/Alumni Library for hosting this year's conference. The Board would also like to thank all those who participated in making the conference a success.

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Nebraska Library Association
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THE LIBRARY IMAGE: A BARRIER TO ACCESSIBILITY

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ABSTRACT

A significant barrier to information access is the traditional image of the "books only" library and the stereotype of the old maid librarian who requires everyone to be quiet. Efforts to improve the image of the library and of librarians will be a challenge for the profession for many years to come. The problems of stereotypes, the lack of patron understanding of library services, and how to improve the library image are discussed.

The negative and unrealistic images that many people have of libraries and librarians often prevent people from adequately utilizing library resources. Information needs go unfulfilled or people find other sources of meeting their needs. This barrier to information access needs to be examined and efforts to improve the image of libraries implemented. The improvement of the library image and the dispelling of the library stereotype will benefit both patrons and librarians.

Melvil Dewey was concerned about image in the first issue of Library Journal when he declared that the days of the librarian as a "mouser in musty books" were past. He hoped the new librarian would be "in the highest sense a teacher". However, the "image problem" has proved to have a life of its own and it is still with us more than one hundred years later.[1]

LIBRARY STEREOTYPES

The stereotypes of libraries and librarians that have developed are both inaccurate and detrimental. Stereotype is a term taken from printing. When a body of type is set, a mold is made of it. The mold is then used to cast a metal plate which is called a stereotype. This plate, or stereotype, is intended to be used to reproduce thousands of identical impressions without change.[2] Librarians are certainly not made from a single mold. They are a very diverse group with many different skills and backgrounds. Few libraries are similar because they reflect the tastes and innovativeness of their staffs. The distinctive Carnegie libraries are probably the most uniform design and each of those libraries is unique in many ways.

1. Rosalee McReynolds, "A Heritage Dismissed," Library Journal (November 1, 1985): 25.

2. Pauline Wilson, Stereotype and Status: Librarians in the United States (Westport, Conn.: Greenwood Press, 1982): 3.

Stereotypes are developed and perpetuated because they make it easy to identify and classify things in the environment. Stereotypes are learned collective perceptions that are formed from novels, short stories, plays, movies, TV, radio, and newspapers. They are learned in schools and in the work place. They become "pictures in the head" that are difficult to change even if experience indicates that the pictures are inaccurate.[3] Libraries and librarians are not the only institutions or professions that are plagued with stereotypes. Many exist but some are more positive than others.

Many examples of the library stereotype can be found in the media. Children are exposed to the library image at a very young age by such programs as "Sesame Street". In one segment a "Honker", one of the muppet-like characters, brings his little "Honker" to the library. She takes a book and starts reading to the child but, of course, she is "honking" and disturbing the atmosphere of the very traditional-looking library. The librarian "shushes" them a few times and then explains that the book can be taken home. Later Big Bird comes in with a sign that says "No Honking, No Pinging, No Beeping, etc." and tells

3. Ibid., p. 4.

the librarian that the sign should take care of the problem. The librarian holds up a large sign that says "QUIET" and Big Bird agrees that one word should take care of anything. He goes on to say "That's why you are the Librarian". So many positive situations could be depicted in the library. It is unfortunate that a program with such a large following of small children chose to illustrate the library in such a fashion. The "library image" starts at a young age and it does not get any better.

On the adult level, one segment of the "Family Feud" program asked contestants to name five characteristics associated with librarians. The correct answers were glasses, quiet, single, stuffy, and mean/stern. Incorrect responses given included homely, smart, and read-a-lot.[4]

On a more positive note, the November 20, 1986 issue of the Wall Street Journal contained an article by Donald G. Smith which rated occupations on a Civility Scale. On his scale librarians ranked at the top. In his words, "As a class, librarians are very nice people and therefore I like going into their world." "As a writer I spend a lot of time in libraries. This is essential to the way I make a living, but even if it weren't I would still frequent

4. Martha Merrill, "Truth in Advertising - Not for Librarians!" The Southeastern Librarian (Spring 1984): 17.

libraries because they are such pleasant places: made so, in large part, by their staffs."[5]

Even this positive response shows a lack of understanding of the essential functions of the library. The library certainly should not be made an unpleasant place but one would hope that patrons might first think about the dynamic aspects of library service rather than the passive elements of a "pleasant environment".

THE IMAGE BARRIER

How does this image of libraries and librarians present barriers to accessibility? Many potential customers (patrons) may never think to contact the library for their information needs. They may find the library useful for traditional things like finding a particular title or a needed journal article but they are unaware of the treasure-trove of information and services available.

John Naisbitt described the emergence of the "Information Society" in his book, Megatrends. Our economy is built on the gathering, analyzing, and dissemination of information.[6] Libraries, as reposi-

5. Donald G. Smith, "Rating Occupations on a Civility Scale," Wall Street Journal (Nov. 20, 1986): 34.

6. John Naisbitt, Megatrends, (New York: Warner Books, 1982) p. 11

tories of information, should be at the heart of the information society.

Traditional libraries have clung to the mission of preserving and organizing documents and waiting for people to come and find what they need. They have not moved into the era of critically analyzing information and marketing that information to clientele who may need the information but do not know it exists. Information is like any other commodity. It must be packaged, distributed, and advertised before it will be widely used. Academic libraries have put a lot of emphasis on bibliographic instruction which is certainly a necessary function but they do not go far enough in teaching students to evaluate and analyze information once it has been found.

In order to be perceived as the center of information analysis, libraries and librarians need to critically review the services they provide and market those services to their clientele. Marketing has received a lot of attention in the library field in the last few years so the profession seems to realize the importance of that function. Good public relations and communication are necessary to inform people of what the library has to offer. Continuously selling the positive aspects of the library and its services will go a long way in dispelling the negative library image.

PERCEPTIONS OF THE LIBRARY

Academic libraries must deal with the problem of differing perceptions of the functions of the library that faculty, students, and library staff hold. The faculty member evaluates the library on the comprehensiveness of its collections, the student on its facilities, and the librarian on its services. These three perceptions do not always coincide. [7]

Teaching faculty primarily use the library to "research for a publishable paper, read library material for self-improvement, or find and read material required for a course." according to a survey by Rzasa and Moriarty.[8] Because of the complexities involved with the effective use of libraries, faculty often find alternatives. A faculty member with a need for a specific book or article will first scan his own collection and then perhaps consult with a nearby colleague for availability of the needed document. If these two methods fail, he may try the university library if his previous experiences have been positive. If his experiences have been unpleasant, he will do

7. Barbara Pinzelik, "Conflicting Perceptions of the Academic Library, " In Academic Libraries: Myths and Realities edited by Suzanne C. Dodson and Gary L. Menges (Chicago: ACRL, 1984): 333.

8. Philip V. Rzasa and John H. Moriarty, "The Types and Needs of Academic Library Users: A Case Study of 6,568 Responses," College and Research Libraries, 31 no. 6 (November 1970): 403.

without the item or find a suitable alternative. Often when faculty do go to the library they do not consult librarians. In a study on information needs of historians, ten sources were listed to find relevant published information. Consulting a librarian was #10.[9]

Students perceive the library as a place to study. Fewer than 10% that used the library to study were using library materials. Reasons were: quiet, few distractions, good atmosphere, convenience, privacy, comfort, ability to concentrate, ability to study with friends, and habit.[10]

Librarians have reacted to these perceptions by trying to educate the user to the whys and wherefores of using the library. Users want things to be simple and direct and the more complex the library is to use the less faculty and students want to use it. The solution is to make library tools and physical arrangements so simple to use that librarians need not spend a lot of time explaining them. Improvements such as better traffic patterns, more logical shelf arrangements, more usable catalogs and cataloging systems may take a long time to implement but these improvements will remove barriers.[11]

9. Pinzelik, p. 334.

10. Ibid., p. 334.

11. Ibid., p. 335.

The use of the latest technology will also help to dispel some of the myths of the traditional library. If patrons are met by a computer terminal rather than a card catalog, they perceive that the library has embraced the tools of the information society and they go away with a more positive image of library operations. The advent of online database searching and other electronic information tools have not only greatly improved information access but they have also provided the library with tools that impress patrons. An understanding of faculty and student needs, perceptions, and goals is important in improving access to libraries and in improving the perceived image of the library.

IMAGE TRAPS

Librarians need to avoid image traps. Books are judged by their covers and so are people. If a librarian looks and dresses like the traditional stereotype, patrons will assume the stereotype is accurate. Librarians should also avoid the image of being more concerned with keeping the library tidy and records accurate than with helping people. Librarians also have to demonstrate their competence and knowledge. Being quiet and diffident is not

sufficient. Aggressively making people aware of the the librarian's expertise is essential.

Librarians need to examine the image they hold of themselves and of information access. Librarians often think of themselves as only locators of information. In many instances they also need to be interpreters, analyzers, and packagers of information. These services cannot always be provided for free. The widely held notion that all information access should be without cost should be reevaluated. Information is a commodity and many companies make nice profits selling what libraries give away. In an era of decreased library funding and increased costs, it becomes more and more difficult to provide adequate "free" service.

Librarians have also traditionally taken a passive role. They respond only to queries that arrive at their desk. The profession should examine more proactive approaches to do such things as serve new client groups, increase support for the work of the library, and as a by-product, alter the library image.

CONCLUSION

The stereotype of libraries and librarians is very ingrained in our culture. Changing that image will be a very slow process but as professionals we must do what we can to dispel the myths and implant the

realities of our institutions so that people will think of the library first for their information needs. If that can be accomplished, a significant barrier to access will be eliminated.

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THE EDUCATIONALLY DISADVANTAGED STUDENT: HOW CAN THE LIBRARY HELP?

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ABSTRACT

The issue of providing training to the educationally disadvantaged has been surprising absent from library literature. During the Fall semester of 1986, the Reinert/Alumni Library (Creighton University), in cooperation with the University's Special Services Department, began offering English 105, "Library Research Skills." The course was designed to address the needs of the educationally disadvantaged student. This paper will define the classification "educationally disadvantaged," summarize the special needs of these students regarding library use skills and report on planned changes in course content that will more specifically address those needs.

INTRODUCTION

The Open Admissions Question

The need to provide library skills training to educationally disadvantaged students was first recognized during the late 1960's as colleges and universities across the country began adopting open admission policies.[1] It had become increasingly evident that educational opportunities could not end with the twelfth grade. In response, the U.S. Office of Education sought "to bring equality of educational opportunity to every citizen, and its priority...is for the economically and culturally depressed youth in our large urban centers."[2]

E.J. Josey, writing in 1971, stated:

> Until recently, in most institutions of higher education in United States, there has been little or no firm commitment to recruit from the ranks of those who are socially and economically deprived; the educationally low achieving students have been invisible and unacceptable to college recruiters. . . In short, it was not until after a massive domestic upheaval in our country that the nation's colleges and universities accepted, as part of their educational responsibilities, the unfinished business of

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[1]Patricia Senn Breivik. Effects of Library-Based Instruction in the Academic Success of Disadvantaged College Freshmen. (Ph.D. diss., Columbia Univ., c1974), p. 9.

[2]Ibid., p. 8, quoting Douglas M. Knight and Nourse E. Shepley, eds., Libraries at Large. (New York: R.R. Bowker Company, 1969), p. 482.

> providing more educational opportunities for the disadvantaged blacks, Puerto Ricans, American Indians, Appalachian whites, and Chicanos."[3]

The 1969 report by John Egerton, State Universities and Black Americans, illustrates his point. It revealed that less than 2 percent of the students in the nation's state universities were black.[4]

Patricia Breivik indicates that the new responsibilities that institutions of higher education were then taking on, notably the City University of New York, were based on a moral rationale:

> The lack of achievement on the part of socially, economically depressed youth was finally acknowledged as more the fault of a poor elementary and secondary educational system that that of the students themselves. There was both the humanitarian aim of helping these young people and the broader aim of conserving our nation's human resources. For in the last analysis, "the chief hope of the low-income nonwhite family is for some improvement in economic status. But the prospect for such an improvement depends on access to education..."[5]

> Educators now had the obligation to insure that the lowering of admissions barriers was not simply another invitation to failure for the disadvantaged but that, at the same time, degree standards would be

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[3]E.J. Josey, "The Role of the Academic Library in Serving the Disadvantaged Student." Library Trends 20 (Oct. 1971):433.

[4]Ibid., p. 433.

[5]Breivik, Effects of Library-Based Instruction, p. 10.

> maintained. This responsibility in turn led to another: the college now had to assume the responsibility for areas of instruction traditionally the prerogative of the high schools.[6]

The Disadvantaged Student

In order for institutions of higher education, and ultimately, their libraries, to address the needs of open admissions students, their characteristics must be identified. Since the 1960's, a sizeable portion of the literature regarding open admission policies and the disadvantaged has focused on minority students. Although these students tend to have the most acute problems, many low to middle class white students also benefit from the new programs offerings.[7]

A variety of factors work to prevent the minority student from seeking higher education. Josey contends that minority students have been given

> grossly inadequate preparation in the public schools for college admission. . . The blacks, Puerto Ricans, poor whites and Chicanos who were successful and/or fortunate enough to complete high school had to endure the effects of familial economic factors, lack of proximity to higher educational institutions, lack of a positive impact of a good secondary school guidance

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[6]Ibid., p. 11.

[7]Ibid., p. 11.

> program which would have encouraged them to seek higher education and financial aid to attend college, the stigma of being in a lower socio-economic class which did not even consider college attendance, familial and community values and influences which did not encourage higher educational aspirations, and vocational goals which included attendance at institutions of higher education.[8]

Breivik offers that the minority student is the victim of conflicting loyalties:

> This conflict of being caught between two cultures--that of the ethnic and racial community on the one hand and that of the national social structure on the other--forms the basic dilemma of minority education in contemporary American society.
>
> The pressure on minority students from their own communities is not simply a matter of personal achievement. For, while these young people are often viewed as "disadvantaged" by society at large, they are viewed as extraordinarily "advantaged" by their own communities--and must bear the dual role of paupers and princes. Their successes and failures are community successes and failures.
>
> At the same time, the pressure to succeed in college for many minority students is alsc a pressure to give up not only community ties, but also community dialects, habits and values--and at just the time when the ethnic community is determined to emphasize and cultivate these traits as signs of new found pride and self-esteem.[9]

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[8]Josey, "The Role of the Academic Library," pp. 432-433.

[9]Breivik, p. 13, quoting City University of New York, Proceedings of the City University of New York Conference on Open Admissions. (New York, 1971), p. 28.

Thomas Shaughnessy offers a sucinct definition:

> These students are variously defined or described, but in the main they are individuals who are lacking in the educational background and communication and study skills necessary for successful college work. More often than not, they are members of various minority groups. Frequently such students are economically disadvantaged too...[10]

Verbal skills, related to the communication and study skills refered to above, are frequently considered to be among the most acute deficiencies of the disadvantaged. These involve reading, writing, listening, and speaking skills.[11]

> Scholastic motivation, adequate study skills, and a supportive social environment then, are the factors which determine academic success, but these are the very conditions which have been absent from the disadvantaged student's background; and the primary objective of an academic program must be to create such conditions in order to alter the achievement patterns of these students.[12]

The Role of the Academic Library

ACRL, in its recently published Mission of a

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[10]Thomas W. Shaughnessy, "Library Services to Educationally Disadvantaged Students." College & Research Libraries 36 (Nov. 1975): 443-444.

[11]Breivik, Effects of Library-Based Instruction, p. 14.

[12]Breivik, p. 13.

University Undergraduate Library: Draft Model Statement urged that academic libraries "be innovative and experimental, alert to changing undergraduate needs, and must often adopt non-traditional library methodology." This specifically includes expanding bibliographic instruction programs, serving special groups such as the disadvantaged, and developing cooperative programs with other campus units, such as tutoring and counseling services.[13]

This position lends direct support to the work of Josey, Breivik, and Shaughnessy during the 1970's. Josey points out that "the academic library must reach disadvantaged students through action-oriented library programs and not merely by teaching about the library."[14] To this end, he identified various characteristics that an effective library service program should include:

1. Staff members who are able to empathize with the special needs of disadvantaged students.
2. The organization of a wide range of library resources.
3. The implementation of innovative, action-oriented programs.
4. Close and regular contact with the faculty

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[13]ACRL Undergraduate Librarians Discussion Group. Wilma Reid Cipolla, Chair. "The mission of a university undergraduate library: Draft model statement." College and Research Libraries News 48, no. 4 (April 1987): 194.

[14]Josey, "The Role of the Academic Library," p. 443.

who teach disadvantaged students.[15]

Moreover, a key concept in Josey's study is the need for librarians whose primary duties involve working with disadvantaged or high risk students. Whenever possible, a minority librarian should be employed.[16] There appears to be a positive correlation between the availability of a minority group librarian and the degree of success of the library program.[17] In fact, librarians in each library contacted during the course of Shaughnessy's research "emphasized the need for highly individualized service and personal relationships with EOP (disadvantaged) students and faculty."[18]

Breivik sees the role of the library as one of facilitating learning by students:

> To help students learn how to learn, to make possible the independent study advocated by educators, to help students deal with their problems and live in ways that give life greater meaning, greater effectiveness, and greater satisfaction, all necessitate students' ability to locate, evaluate and use information. It is not enough that informational resources be available, nor even that a student be encouraged to use them; a student "must be

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[15]Shaughnessy, "Library Services," p. 443.

[16]Josey, "The Role of the Academic Library," p. 436.

[17]Shaughnessy, "Library Services," pp. 445-446.

[18]Ibid., p. 445.

> provided with experiences which convince him that using the library is a necessary and meaningful part of education," and he must be able to effectively utilize the resources.[19]

This approach emphasizes the learning process rather than limiting instruction to subject content:

> Educational goals should shift from content mastery to continuing learning; train for the management of knowledge; focus on the basic skills and developing techniques which follow the needs of society. . . The following educational goals [are] appropriate for all students:
>
> 1. Communication skills (speech, reading, writing, etc.) to replace manual skills.
> 2. Competence in identifying and solving problems.
> 3. Management of knowledge beginning with basic principles.
> 4. Self management and interpersonal relations.
> 5. Profitable use of leisure (continuing education and work-centered self expression).[20]

ENGLISH 105: "LIBRARY RESEARCH SKILLS"

THE CREIGHTON UNIVERSITY EXPERIENCE

Thus far, this paper has identified university open admissions policies as the primary origin of

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[19]Breivik, Effects of Library-Based Instruction, pp. 31-32.

[20]Ibid., p. 26-27 quoting Conference on Library Services for the Disadvantaged: Proceedings Summary, (Harriman, N.Y., December 10-11, 1964), p. 14. (Available from ERIC, no. ED 022 509).

today's library programs to the disadvantaged, discussed basic characteristics and needs of disadvantaged students, and reported on the major research of the 1970's which sought to identify the role and responsibilities of the academic library toward the educationally disadvantaged. In applied terms, what does this mean? How can a library, faced with today's budgetary constraints and the limited liklihood that new staff positions can be added, assume additional responsibilities?

The Reinert/Alumni Library was faced with these questions during Fall semester 1985. The Library was approached by the University's Special Services Department to develop a course, later designated as English 105: "Library Research Skills," designed to meet the needs of educationally disadvantaged students. Special Services, funded partly through a grant from the U.S. Department of Education with the cooperation of the University, is a program designed to provide emotional, academic and financial support for educationally disadvantaged students.

The Disadvantaged Student

Students eligible for admission to the University through the Special Services Department are defined by

the Department of Education as educationally disadvantaged by meeting one or more of the following eligibility criteria:

1. First generation (where neither natural or adoptive parent graduated from a four year college with a bacculaureate degree).
2. Low-income (150% of poverty level according to family size).
3. Physically handicapped.

To retain the Special Services program at a college or university, at least two-thirds of the accepted applicants must be either physically handicapped or first generation low income. The final third may be either first generation, handicapped or low income. Within these criteria, special preference is to be given to women, minorities, and individuals with limited English proficiency.

Fulfillment of these criteria does not automatically assure a student's entrance into the program. Students must also demonstrate academic need or deficiency. Out of the eligible pool, consideration is given to the student's academic background, high school transcripts and scores on national tests such as the ACT or SAT. Upon admission to the program, students are further administered the Nelson Denny test during the fall of their entering year. This test provides a useful tool in the detection of

deficiencies in math, English comprehension, and overall vocabulary, which may impede academic progress in college. There are approximately 125 student enrolled at the University during any given semester.

Seven students were selected by Special Services for enrollment in "Library Research Skills" during fall semester 1986. Their ACT scores ranged from 8 to 21 with an average of 15.3. (One student, holding a high school Graduation Equivalency Degree (GED), was admitted to the program without an ACT score. This student was eliminated from consideration in the statistical ACT analysis of the group.) Only one Special Services student scored above the national average for college entrance of 19.7. Using this national indicator as a benchmark, the students selected for enrollment in "Library Research Skills" were well below the typical Creighton average of 23.4 for enrolling freshmen. In accordance with the terms of the Department of Education grant, "Library Research Skills is open only to Special Services students. Of the seven students enrolled in the course, there were four black females, one hispanic female, one white female, and one white, visually impaired male. He eventually dropped the course following the midterm. With the exception of one

black female who had earned a Graduation Equivalency Degree, all students fell within the age range of the traditional undergraduate student and had graduated from large, urban high schools.

English 105: "Library Research Skills

Historically, the need of Special Services students for a library skills course had been recognized as early as 1980. Students admitted to the University through this department were demonstrating a major deficiency in both knowledge and skills regarding library use and research. In an effort to contain this problem, a section of the in-house college introductory publication College and You (1981) addressed the library skills problem. This publication was given to all entering Special Services students. Unfortunately, the library skills section proved to have only limited impact over the next four years. The same types of general skills and research errors were repeatedly seen and remained acute in the Special Service's freshman population.

During the freshman and sophomore years, these students are required to do research papers for theology, psychology and English as part of the

University's required General Education Curriculum courses. Knowledge of the Library's resources and facilities, which had been a high school luxury to these students, now became an absolute necessity.

The decision was made that the Library Instruction Librarian and the Special Services Dept. Science Specialist would begin
reviewing skills courses offered at other colleges and universities. The following were to be ready by early March 1986 (see appendix):

1. Course proposal and justification.
2. Estimate of time required to prepare and teach a new one credit hour course.

The course proposal was accepted by the University's College of Arts and Sciences in March 1986 and assigned to the English Department as English 105: "Library Research Skills." Three broad goals govern the content of the course:

1. Students will be able to choose a topic, use basic reference tools to define its subtopics, broaden or narrow the topic as necessary, and determine if enough suitable material is available.
2. Students will be able to plan a library research strategy using the above-mentioned

skills, compile a list of searchable terms, identify and select appropriate reference tools, and know how to begin locating materials.

3. Students will be able to assess the integrity of gathered information, and, if needed, determine appropriate methods of identifying additional information. Further, the student will be able to document all researchable materials, using an assigned, standard bibliographic format.

At first glance, the course is very similar in content and design to 16 week, one credit hour courses offered at many other institutions. The search strategy concept is emphasized as a logical approach to locating library materials. Use of tools is presented within a theoretical framework that allows bibliographic skills to be transferable as the need arises. Since Creighton students frequently make use of all three campus libraries, in addition to many other local-area academic and public libraries, it is important that knowledge gained in relation to one particular library be transferable to the others as well. Individual sessions include the search strategy, card catalog, periodical indexes and abstracts,

bibliographies, fact finding tools and government publications.

Emphasis is placed on hands-on experience. Following an introductory lecture designed to introduce a new concept or type of tool, students are given the opportunity to examine the tool, and complete a brief exercise.

In addition, a pathfinder is assigned as a semester project. Suggested topics are provided, but each student is encouraged to choose one that is personally interesting or meaningful. The pathfinder also serves to reinforce a variety of skills and habits. First of all, it requires the student to use a search strategy approach to gathering materials. Secondly, it requires students to examine and use tools from each category covered in class. Finally, it reinforces the use of standard bibliographic formats. The MLA Handbook was used as the model during fall 1986.

Homework assignments were given weekly. Frequently, a portion of class time was alloted for students to begin. Each weekly assignment was due the following week. In the interest of keeping the workload at a reasonable level, many of the weekly assignments were directly related to the pathfinder.

No textbook was required. Selected readings were assigned from A Guide to the Use of Libraries and Information Sources by Jean Key Gates. Two copies were placed on reserve. All other information was provided in the form of handouts that the students were to read and keep for future reference.

The amount of material covered during the semester is heavy compared to other courses developed elsewhere for the disadvantaged. It was decided early during the initial proposal and planning stages that we might better serve the students by giving them a course with substance, but at the same time, build in flexibility. Basically we attempted to do three things: 1) provide library skills training; 2) construct assignments to reinforce those skills and encourage the students to think analytically; and 3) make the academic environment of the course representative of other courses students take at Creighton.

The "safety valve," so to speak, was the approach used to introduce each unit of new material. If students were easily grasping the concepts being covered, more depth could be given to the topic. Whenever students had difficulties, more time was spent on the topic. Two class periods were left "vacant" in the course outline for this reason. Time

did not prove to be an insurmountable problem. Another important ingredient was heavy use of visual aids, usually in the form of transparencies. Most concepts were presented graphically and immediately followed by hands on use and examination of the sources involved.

A second "safety valve" involves frequent and easy access of the instructor to the student. The single most evident characteristic of these students was the lack of self confidence. This was followed closely by poor study skills. As a result, each student, virtually on a weekly basis, needed reassurance outside of class that assignments were being completed successfully and that readings were being understood. With only one exception, their level of motivation to do well was very high. Personal attention proved to be an important factor contributing to the success of these students.

We consider that the course was very successful in meeting its stated goals. During the first class meeting students were given an extensive 52 point pretest of library skills.[21] The same test was then

[21]This was based on the Wisconsin minimum skills test. Carr, Jo Ann, ed. Minimum Library Use Skills: Standards, Test, and Bibliography. (Wisconsin Assn. of Academic Librarians, Wisconsin Library Assn, c1984,1985).

given, with questions and answers rearranged, as a final examination. It is important to note that students were not allowed to keep the pretest as a study aid. The pretest class averge was 15 points, whereas the posttest average was 40. The tremendous increase in post- over pretest scores, coupled with very well done pathfinders, indicate that significant learning did take place.

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APPENDIX I

PROPOSED LIBRARY RESEARCH COURSE

By Ray Means, Mike Poma-Reinert/Alumni Library
Lloyd Beasley, Joel Scherling, Rich Jehlik-Special Services

Goals and Objectives

GOALS: Broadly stated, the course will be designed to impart these concepts and skills:

1. Students will be able to choose a topic, use basic reference tools to define its subtopics, broaden or narrow the topic as necessary, and determine if enough suitable material is available.

2. Students will be able to plan a library research strategy using the above-mentioned skills, compile a list of searchable terms, identify and select appropriate reference tools, and know how to begin locating materials.

3. Students will be able to assess the integrity of the gathered information, and, if needed, determine appropriate methods of identifying additional information. Further, the student will be able to document all research materials consulted, using an assigned, standard bibliographic format.

OBJECTIVES: The student will accomplish the following:

1. Demonstrate an understanding of the search strategy concept.

   TERMINAL BEHAVIORS:

   1. Plan before beginning library research.
   2. Use basic reference tools such as encyclopedias, specialized dictionaries, basic periodical indexes, almanacs to explore the breadth of a topic and its sub-topics.
   3. Develop a list of search terms for use in the card catalog and periodical indexes using **Library of Congress Subject Headings.**

4. Consider methods of locating additional facts and materials as needed. These include but are not limited to standard bibliographies, catalog card tracings, almanacs, handbooks, indexes, etc.

2. Demonstrate an understanding of the Library's methods of organizing information.

TERMINAL BEHAVIORS:

1. Develop an understanding of and ability to use the Library of Congress classification scheme to retrieve books.

2. Acquire the ability to list at least three of the major functions of the Library's three public service departments.

3. Acquire the ability to determine where in the Library materials are located and then retrieve them.

4. Demonstrate an understanding that several specialized collections of materials are segregated by **type** such as **microforms**, **periodicals**, **government publications**, etc.

3. Demonstrate a working knowledge of basic reference tools and how to evaluate and study them.

TERMINAL BEHAVIORS:

1. Acquire a demonstratable working knowledge of reference titles in the following categories: encyclopedias, almanacs, dictionaries, handbooks, directories, indexes/abstracting services for periodical and newspapers.

2. Demonstrate an understanding of methods of evaluating reference materials by determining physical arrangement, authority, scope, how to use.

4. Demonstrate a working knowledge of the basic periodical indexes/abstracting services and recognition of titles of common, specialized abstracting services.

TERMINAL BEHAVIORS:

1. Will be able to use the basic Wilson indexes: **Reader's Guide, Business Periodicals Index, Social Sciences Index, Humanities Index, Education Index, General Science Index.**

2. Will be able to list the major subject areas covered by the above indexes.

3. Will be able to list the following specialized abstracting services: **Psychological Abstracts, Sociological Abstracts, Historical Abstracts, America: History and Life, Social Sciences Citation Index** and be aware of the help available through the Reference Department.

5 Demonstrate an understanding of both concepts and skills in effectively using the card catalog.

TERMINAL BEHAVIORS:

1. Can demonstrate ability to research materials by author, title or subject.

2. Can demonstrate the ability to use the Library's filing rules corectly.

3. Can demonstrate an understanding of the concepts underlying the subject catalog arrangement by locating books on a specified topic.

4. Can identify all the elements of the catalog card.

5. Can use the tracings to locate further materials.

6 Demonstrate the ability to compile and format a topical bibliography using an assigned, standard format.

TERMINAL BEHAVIORS:

1. Exhibits an understanding of the importance of periodical literature.

2. Uses footnotes and bibliographies to identify additional materials.

3. Demonstrates the ability to distinguish a book citation from a periodical citation.

4. Demonstrates correct usage of one of the following bibliographic formats: **Turabian, MLA Handbook, Publication Manual of the American Psychological Association**.

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APPENDIX II

LIBRARY RESEARCH SKILLS

Proposed Content and Outline

I. RATIONALE

The course is being proposed by the Special Services Department in cooperation with the Reference Department of the Reinert/Alumni Memorial Library.

The Reinert/Alumni Library plays an important role in the accomplishment of the university's goal of providing a quality Liberal Arts eucation. Term papers, special projects, speeches, business case studies and a wide variety of other assignments requiring extensive library use are routinely assigned to Creighton students. Good skills in writing, decision making and communication are stressed through which academic creativity and excellence are encouraged by the Creighton faculty.

Unfortunately, students often arrive on campus with minimal to no library usage skills. The library they find at Creighton is the largest and most diverse that they have been exposed to (The average size of the high school library in the North Central States is presently 9,000 volumes versus 300,000 in the Reinert/Alumni Library). The questions asked daily at the Reference Desk attest to a lack of skill in using the card catalog and periodical indexes as well as a poor acquaintaince, if any, with most indexes other than the Readers' Guide to Periodical Literature. There is a general lack of awareness of the diversity of materials available in an academic library.

The above lack of skills may be most readily apparent in those students coming from either educationally or financially disadvantaged backgrounds. Since the ability to locate library materials is essential to the successful completion of many courses, this skill can be the determining factor between success and failure.

Currently, library instruction is available through one-on-one help at the Reference Desk, the Freshman Seminar Library Orientation and fifty minute lectures given by a librarian to approximately fifteen classes per semester. None of these media of instruction is conducive to a broad understanding of the mechanisms of library use. The time limitations require addressing only a few highly specific, course-related needs. Not all students are reached. Those who need help most may be missed completely. Consequently, systematic instruction of library skills and the concepts underlying them are best taught within the context of a semester-length course. This format has been successfully adopted by dozens of colleges and universities around the country.

II. IMPLEMENTATION

The course is presently being developed to be taught by the Reference/Outreach librarian at the Reinert/Alumni Library. This individual typically holds a Master of Library Science (MLS) degree accredited by the American Library Association and has some previous experience in teaching and/or bibliographic instruction.

The hours involved in planning, implementing, and teaching the course were communicated in a letter to the Special Services Department. This is attached to the proposal. Please note that the time involved in the initial planning and implementation of any course is substantial. The planning time for this course is especially sustantial since it involves creating many structured assignments designed to guide students in hands-on exposure to resources.

A classroom has recently been constructed near the Reference Department of the Library. It seats thirty and is in an excellent location to conduct a course of this type.

III. CURRICULUM

A. Background

Library Research Skills is being planned as a one-credit hour, semester-length course offered as an elective. It would be presented the first year, Fall Semester only, to students enrolled through the Special Services Department. The following year, with demand staff and financial support permitting, it would be offered to the student body at large.

The course content will be highly structured. Within that framework, a variety of teaching methods (lectures, AV materials, written assignments, skills exercises, etc.) will be employed to individualize assignments and allow students to use, evaluate and examine all concepts, skills and library materials covered in class.

To be most effective, the concept underlying a given library skill will be stressed. For example, in teaching the use of the Subject Card Catalog, our objectives relate to some of the fundamentals of vocabulary control that cause the cross-references and filing procedures to be the way they are.

Finally, the use of concept plus skills, will result in the ability to apply learned techniques broadly. The skills learned for immediate use in the Reinert/Alumni Library should be easily transferable for later use in any library.

B. Course Content

1. Materials

a. A style manual: Turabian, The MLA Handbook or The Publication Manual of the American Psychological Association.

b. Informational handouts with exercises.

c. Additional readings as appropriate or needed will be placed on reserve in the library or given as handouts.

2. Coursework

a. Exercises: Assignments, due weekly, will provide for hands-on contact with library materials as well as require students to examine and comment on the structure of those materials.

b. Pathfinder: This will be assigned at the beginning of the semester and will be due finals week. Successful completion of the pathfinder will demonstrate both an understanding of the major concepts and skills outlined in the goals and objectives and the ability to apply them in practice.

c. Other: It will be expected that students complete readings and assignments outside class: three hours of outside work for each fifty minute class period.

3. Office Hours

a. Office hours will be posted.

4. Testing

a. Pretest: An ungraded Pretest will be given the first day to assess the students' entrance level of knowledge.

b. Midterm:

c. Final: This will be a test very similar to the Pretest. This will allow both student and the instructor to assess and analyze skills and knowledge gained through Library Research Skills.

5. Course Outline:

The attached outline of goals, objectives and terminal behaviors will serve as the basis for course content. Since the Fall 1986 calendar allows for sixteen weeks, the weekly outline would be approximately as follows:

APPENDIX III

Course Outline

The following outline is given as an approximation of the content of the *Library Research Skills* course. Adjustments or refinements may have to be made pending approval. A library research strategy basis was used to organize the order of concepts. The outline gives a good indication of the content of the course as a whole. The breakdown is based on the 16 week, Fall 1987 Creighton University calendar.

WEEK	CONTENT
1	Pretest given. Library Tour. Introduction to the course.
2.	Introduction to the Search Strategy. Finding background information using basic reference tools such as encyclopedias. Evaluating reference sources.
3	Pathfinder semester project assigned. Guidelines for developing pathfinders. Documenting sources using bibliography cards.
4.	Guides to the literature: What are they? Why use them? How to find them.
5.	Introduction to the Card Catalog. Author/Title/Subject cards. LC classification scheme. Bibliographic format for books.
6.	Subject Card Catalog: *Library of Congress Subject Headings*; vocabulary control, filing rules, form subdivisions for locating reference materials by type.
7.	Basic periodical indexes: *Readers' Guide, Social Sciences Index, Humanities Index, Education Index, General Science Index, Business Periodicals Index.* Comparison of subject coverage and vocabulary control. Locating periodicals. Microforms.
8.	MIDTERM
9.	Review midterm. Periodical abstracting services: *America: History & Life, Historical Abstracts, Sociological Abstracts, Psychological Abstracts.* Subject comparison and vocabulary control. *New York Times Index.*
10.	Finding additional sources: subject bibliographies, *Bibliographic Index.*

11. Assessment of progress on pathfinders. Review any problem areas. Reserve time to talk to students individually, if they desire.

12. Reference tools for additional information: almanacs, directories, atlases, gazeteers, etc.

13. Reference tools, continued: basic statistical sources, biographical sources, book reviews.

14. Government Publications: *Monthly Catalog* and *Index to U.S. Government Periodicals*.

15. Review for final. Last minute questions about the pathfinder assignment.

16. Final and course evaluation.

LIBRARY SECURITY: MAKING COLLECTIONS ACCESSIBLE TO ALL

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Abstract

Library security continues to be a vital concern for academic libraries even in light of today's technological advances. How does one deal with the "gate crasher", the "mutilator", and the person who declares: "I was going to return it when I was through with it"? The University Libraries of the University of Nebraska-Lincoln have addressed many of these problems over the past few years and have begun to develop some consistent policies surrounding library security issues. This paper discusses some of these policies and attempts to offer some helpful insights into resolving the most pressing of library security problems--the protection of our collections for the future use by all patrons.

Like many large academic libraries, the University of Nebraska-Lincoln suffers from a variety of security problems ranging from the more simple theft and mutilation of library materials to the more serious sexual offenses. For the most part, library staff are not prepared to deal with these

situations and crimes of this type seem to be on the increase. Over the past few years, the UNL libraries have sought to relieve this situation by dealing firmly with offenders and developing sound security policies and procedures. This has led to a reduction in the number of reported incidents as well as a noted decrease in the amount of mutilated library materials.

Library security can address a multitude of problem areas. This paper attempts to address only a few of the more visible problems such as theft and mutilation, dealing with inappropriate behavior (e.g. the sexual offender, the practical joker, etc.), controlling food and drink, and closing and clearing the building. Though the ideas presented here are based directly upon the experiences of the UNL libraries, they can be adapted to meet the needs of other libraries which may be facing similar problems.

To give the reader a better idea of the magnitude of the problem UNL faces in providing security for patrons and collections alike, some statistics are in order. The Lincoln campus of the University of Nebraska is home to more than 25,000 students and 6,000 faculty and staff. The University Libraries consist of a main library (Love Library) located on the City Campus and ten branch libraries located on two campuses (City and East). Collection size is now approaching the 1.7 million mark and annual circulation is around 450,000. Traffic statistics are only kept in the two largest libraries (Love and C.Y. Thompson) and number close to 900,000 a year. Love and C.Y. Thompson are

open a total of 94.5 hours per week during the fall and spring semesters.

Being a public institution requires that we provide open access, so all of the libraries are accessible to the general public. This is a recognized service to the citizens of the state, but on the other hand puts us in the position of dealing with bag ladies, paroled prisoners, and people who are out-patients of the local mental health institution. Also, being located close to the downtown area of a mid-size city invites an interesting array of "patrons" that use our facilities as a haven from the weather. Given the above facts and figures, one begins to appreciate the need for good security policies.

SECURITY ISSUES

Theft and Mutilation

At some point in library history, librarians decided a real step toward patron access would be to unchain the books from the shelves. In the intervening centuries some consideration has been given to the notion that this idea's time has not yet come!

Situations being what they are, a library's first and best line of defense must be the procedures and policies used to monitor the controlled circulation of its holdings. Technology has lightened this burden somewhat by bringing us security systems. These have proven themselves invaluable in apprehending those

patrons who choose to bypass the circulation desk and strike out on their own with library materials. Unfortunately, not all libraries are as blessed as Love--even in the University system. In the Life Sciences branch, which houses 67,449 volumes, their loss last year was 130 volumes, amounting to a dollar loss of $5,200.

When the alarm sounds and the gate locks at Love, patrons will hear a chorus of "Will you step back to the desk, please?" By law, we cannot search backpacks, purses, etc., but we can detain the patron and call Campus Security. If we do find materials that have not been charged out, we fill out an incident report and check the materials out to them. Of course, the most popular reasons for setting off the alarm are "I forgot", and "My buddy snuck it in my backpack for a joke." One girl said she'd just come from the dentist and she was "out of it". A more ambitious scenario involves a student from Kansas State in Manhattan, Kansas. He knew Love had a book he needed. He wasn't a Nebraska resident, so he couldn't get a card on a permit status, nor was he eligible as any sort of reciprocal patron. Inter-library loan would have been too slow, so he decided to drive up to Lincoln and steal the text. He left empty-handed, due to the gate. We've also had such things as toasters and curling irons set the system off.

Our general policy dictates that if an item is mutilated, an arrest is made immediately. We also call Campus Security if a

blatant attempt is made to steal something, or the patron does not come back to the desk when asked. An arrest is made if the patron fails to charge out materials on three different occasions.

A few arrests have been made--mostly for mutilation of periodicals. At this point, the importance of a good working relationship with Campus Security, Student Judicial Affairs, and the County Attorney is essential. The thing we've found highly beneficial is the agreement among all these agencies that the theft and mutilation of library materials is a valid concern and deserves to be treated with as much gravity as equal crimes. Patrons who have been arrested can go through the court system or students can also arrange to make restitution through negotiations involving the Student Judicial Affairs Office and appropriate library personnel.

If a second offense occurs involving not charging out materials, this information is added to the original incident report. A copy is also sent to the Student Judicial Affairs. This office sends the student a letter informing them that they are aware of the problem the student is having with the library and outlines the actions that can be taken through that office. A third such offense, as mentioned above, results in arrest.

Since January of this year when we began using the revised report, 69 incidents have been written up. Most of these, 64, have involved patrons not charging out monographs, periodicals,

or library-use only materials. Most "forgot" they had them.

Theft and mutilation are major problems in any library. Love Library at UNL is no exception. We have a standing order of 19,000 periodical titles. Of these, 75 are considered targets for theft or mutilation. To make sure at least one copy survives long enough to make it to the bindery, duplicate and in some cases, triplicate copies must be acquired.

Dealing With Inappropriate Behavior

The term "inappropriate" can be far-ranging, but for the sake of brevity it shall be limited to just a few examples. A library that exists on a residential campus such as UNL becomes not only a center of information but also a place to meet friends, socialize, and have a good time. This often leads to an atmosphere which is not conducive to research and study. A particular problem is the existence of several fraternity groups on campus which use Love Library as a site for fulfillment of their "rites of initiation." Most often this results in them coming to the library in groups of twenty or more and studying together. This in itself is not a problem until they become restless and look for more entertaining ways of spending their time in the library. In the past, this has included starting fires in the trash containers, making lewd or threatening gestures at other patrons, hiding books or journals in their friends' backpacks (so

they set the gate alarm off when they leave), and throwing furniture out of the windows.

When the students are just noisy, usually a reminder from a library staff person will calm them down. If they continue to disturb others or become threatening, the campus police are called. It is when the behavior becomes destructive, that the problem becomes more intense. If the student is caught in the act, the police can be called and an arrest made. Most often, though, you are left with dealing with the aftermath. Given this, the UNL libraries decided that the best recourse was to develop consistent, tough policies concerning the safety of our collections, patrons, and facilities. Any person caught mutilating any property (books, journals, or furniture) would be arrested and the action pursued through the county court system. We also sealed the windows in the stacks so that the furniture would at least remain in the building. Once it became well known that we would be tough about the destruction of University property, we saw a dramatic decrease in the number of such incidents. This did not happen overnight, but rather took over a year to really sink in. Though the problem has not completely disappeared, we feel we have made a significant impact.

Another more sensitive area is the sexual offense. This is one area that most libraries would rather not have to deal with, but find themselves forced to. This has certainly been the case with UNL. Our most frequent offense has been indecent exposure.

Usually the suspect is not associated with the University and the victim is a young female student. The incident usually occurs in an isolated part of the building where the victim has chosen to study alone. Due to the layout of the building and the victim's inability to describe her assailant, the suspect is rarely caught. Since this had become a critical problem for us, we decided that significant measures had to be taken. Working with a womens' group on campus, we began to address our building problems. This included locking off some remote staircases with emergency hardware (an alarm will ring if someone attempts to go into the stairwell), installing security mirrors on other more frequently used stairwells, placing a video camera in the most remote stack areas and installing emergency phones in all stack areas. If an individual picks up an emergency phone, it automatically rings at the Circulation Desk where it is picked up immediately. More recently, we have installed video cameras at the entrances which record on video tape all persons entering or leaving the building. A victim could then review these tapes and possibly recognize the suspect. We also borrowed a "Suspect Description" form from the campus police (see next page). The victim fills this out while waiting for the police to arrive. We find that it helps to calm the victim by giving them something to do while they wait and gives the police a more detailed description of the suspect. All of these measures have greatly reduced the number of reported sexual offenses (no sexual offenses

were reported in the 1986-1987 academic year), and our overall image as a safe place to work and study has improved dramatically.

Controlling Food and Drink

The higher volume of trash throughout the library was also a concern. Beyond the aesthetic value of a clutter-free library, food and drink can be problems in other ways. No one likes to sit down in an area someone has left littered with pop cans, sacks, and left over munchies. Secondly, pop is damaging to materials when it spills and is sticky to clean up. Food doesn't enhance preservation efforts either, and both attract bugs. Love Library has its problems with "killer roaches" that can travel easily from potato chips to books. We have moved away from having pizza delivered to the library, ordered by studious, but hungry, patrons, but the pop and food problems remain.

Another highly visible aspect of security is our use of a security guard. After experimenting with a variety of scheduling plans, we are now in the midst of implementing a 9-month (September-May) one-half time appointment. We have found that doing without a security guard is not feasible. Some occurrences that took place while we did not employ a guard included light bulb theft from the stack areas, lighting paper airplanes and launching them into the stacks, and emptying a fire extinguisher into an elevator. We hired a security guard in January of this year to work from 6-10 p.m. Sunday through Thursday. We

identified these hours as the ones in which most of our vandalism problems took place. In the intervening months, we haven't had any reports of serious vandalism and the trash problem has been alleviated somewhat.

The security guard wears a uniform and badge, and carries a beeper and two-way radio. He is assigned to patrol the building, checking to make sure doors are locked and only authorized personnel are in non-public areas. Also, as a courtesy, he monitors patrons' belongings. They will often come in, spread the contents of backpacks, purses, etc., over a table and then leave to get a drink, make a copy--whatever, leaving behind textbooks, calculators, even portable computers or typewriters. When the guard passes by, he leaves a card stating: "I was here but you were out. Keep your personal belongings with you at all times."

Other areas of concern to our overall security plan are the student lockers and the 4th-floor study rooms. When these are assigned, the users sign a contract agreeing they will charge out any materials they store in the lockers or study rooms. The guard regularly inspects these areas and confiscates any non-charged out items, leaving behind a note informing the user that repeated violations will result in suspension of privileges.

We also ask the guard to conduct material searches, so in this way he can patrol the stack areas while searching for

claimed returned items. So far, the combination of a half-time shift and library-related job functions has worked out well.

Locking Up

Making sure the building is secure after closing is also a security responsibility. Since the guard is not available at closing time, this job falls to the Circulation night supervisor and student guards. They make sure all doors are secure, lights and machines are off, and stragglers are escorted out of the building. In such a large building, it is difficult, if not impossible to make sure everyone is out of the building. A prime example of this is the discovery, a few years ago, of a mother and her son who had set up housekeeping in a little-used area in the basement.

Monitoring security in a building as large as Love Library is a difficult, but not impossible task. Staff members in other areas act as "eyes and ears" to help us spot potential problems or report incidents. With their cooperation, and that of the other agencies that have been mentioned, we feel for the most part, that Love Library remains a place where students can come and pursue their informational needs in a safe, comfortable environment.

CONCLUSIONS

In an ideal world, there would be no security problems. Our collections would be safe from mutilation, people would be kind and considerate with one another, and the criminal element would not be part of our clientele. Unfortunately, the real world is far less than ideal. The ideas presented here have been developed over a long period of years and through much trial and tribulation. Hopefully, other libraries can gain by our experiences.

In summary, we offer the following suggestions:

1. Develop written policies and procedures and be consistent in using them.

2. Be tough and let everyone know that criminal acts are not acceptable behavior. People will soon get the point and be less likely to commit the act.

3. Develop a good relationship with your police department and county attorney's office. Here it is important that you be persistent in convincing them that mutilating library materials or other destructive behavior is serious and warrants their consideration.

4. Examine your physical layout and try to eliminate as much as possible those isolated out of the way places (you might also check your windows).

5. Get support from your student affairs office in dealing with repeat offenders. Often the threat of academic probation or

expulsion is a greater threat than that of being arrested.

6. Consider hiring at least a part-time security guard. Having a "presence" is often enough deterrence.

7. Make library security the responsibility of <u>all</u> library staff. Everyone should be aware of the procedures to follow in reporting problems or dealing with emergencies.

APPENDIX I

SUSPECT DESCRIPTION

Sex_____ Race_____ Age_____

Height_____ Weight_____ Build_____

Hair Color_____ Hair Length_____ Style_____

Beard_____ Mustache_____ Sideburns_____

Hat_____ Glasses_____ Contacts_____

	COLOR	STYLE	COMMENTS
Blouse Shirt			
Jacket			
Sweater			
Slacks Skirt Dress			
Shoes			
Jewlery			

Left or Right handed_____ Mask or Disguise_____

Gun_____ Knife_____ Other_____

Is there anything else you can remember?

YOUR NAME_____

ADDRESS_____

PHONE NUMBER_____/_____
home work

DATE OF BIRTH_____ SOCIAL SECURITY #_____

APPENDIX II

UNIVERSITY OF NEBRASKA-LINCOLN
UNIVERSITY LIBRARIES INCIDENT REPORT

NAME_____

SS# _____

REPORTED BY_____

DATE_____

____STUDENT ____NON-STUDENT

FIRST WARNING_____
(Time & Date)
INITIAL_____

SECOND WARNING_____
(Time & Date)
INITIAL_____

ARREST MADE_____
(Time & Date)
INITIAL_____

DESCRIPTION OF THE INCIDENT. Be Specific! Include OCR #'s, Titles, Page Numbers, etc. of any mutilated items or non-charged out items. Recount the incident in as much detail as possible.

WHEN JUST PROCESSING WORDS IS NOT ENOUGH

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ABSTRACT

Desktop publishing techniques can enliven many of the written materials produced by libraries. Graphics, a variety of typefonts, and the use of page layouts help organize ideas as well as make them more inviting to read. While the high tech end of the scale in desktop publishing is beyond the budgets of most libraries, good results can be achieved with cheaper equipment and programs. The use of the Macintosh computer is discussed, with particular emphasis on the use of multiple typefonts and graphics, as well as sources for free or inexpensive fonts, clipart, and programs.

Desktop publishing is one of the hottest topics in microcomputing these days. Not just article after article, but special issue after special issue, has been devoted to this subject in the popular literature. In general desktop publishing means the creation and reproduction of professional quality documents, such as newsletters, stockholder reports, flyers, proposals, manuals, and presentation materials, using micro-computers to blend graphics with text written in a variety of typefaces.

While we may not think of ourselves as "publishing" most of the materials we create, we do produce many documents for duplication. These techniques could enhance our power to communicate to those who read what we write. Bibliographic instruction materials, pathfinders, and guides, for example. Many students view libraries as dull places to begin with and, faced with instructional materials that consist of page after page of solid paragraphs may feel less than inspired. Breaking up the text into more digestible units, using different sizes and styles of type to organize and reinforce the major ideas, and including illustrations and graphic examples can all help make such materials clearer and easier to remember, as well as more inviting to read. These techniques have long been used in textbooks and workbooks, not to mention their use by the advertising industry. With the current boom in desktop publishing, we can expect to see more and more materials taking on the polished look that only attention to page layout can bring. And that in turn will mean a general raising of people's expectations towards the organization and appearance of the printed materials we hand them.

There are other uses for desktop publishing capabilities in libraries, such as in the production of staff training manuals, posted notices, newsletters, publicity for Friends of the Library events and other programs, posters, signs, flyers, flowcharts, organization charts, and various kinds of forms. While there will not be time to cover these all in depth, you will find a few examples in the handouts. (See samples at the end of this paper.)

So what does all this involve and how much will it cost? There is a wide range of options. At the high tech end of the scale, documents are set up with

expensive page layout programs like PageMaker, illustrated with original art work produced with professional-level drawing programs such as CricketDraw or Illustrator, and are output to either laser printers or typesetting equipment. While the profit sector may joyfully greet the news that it is now possible to create such materials for an investment of "only" $25,000 to $50,000, such equipment is beyond the means -- and the needs -- of most of the library community. There is another level, however, with high quality output at less than a 10th of this cost which is more appropriate to library needs.

Using a Macintosh Plus, an Imagewriter II printer, and a couple of inexpensive programs, plus free fonts and graphics from your local Macintosh user group, you can create interesting and attractive materials with a minimum time. Since libraries affiliated with educational institutions are eligible for discounts, the cost could be less than $2,500, including the computer and 2 disk drives, the printer and all the programs you need. When near typeset quality is required, master copies can be run off on a Laserwriter owned somewhere else on campus or rented by the hour from a local company. For example, the Kinko's in Omaha offers such a service, and the Lincoln office will by the fall term. (Compare "Little Read" and "SuDocs Numbers" at the end of this paper for an idea of the difference between LaserWriter and ImageWriter print quality.)

USER INTERFACE

How is page processing done? Before I get into the specifics, I will need

to go over a few basics for those of you not familiar with how the Macintosh works. Programs written for the Macintosh all basically look and act alike. This is because much of the characteristic user interface is built into the ROM, and third-party program developers tend to add enhancements rather than changing the basics.

The first thing you need to know about is the mouse. It looks like a small box with a button on top and a revolving ball built into the bottom. It is attached to the computer by a light cable. Frankly, some people react negatively to the mouse. The name is whimsical if not downright silly and it looks like a toy. If that sort of thing bothers you, try thinking of it as a Random Access Cursor Control Device. That is, in fact, just what it is. On the screen the cursor, or pointer, is represented as an arrow. When you move the mouse, the cursor moves in the same direction on the screen. You can move from where you are directly to where you want to be simply by mimicking the movement with the mouse. You thus have instant random access to any part of the screen, which makes it much faster to use than pressing first one then another of the traditional cursor control keys. It is also essential for any true editing of graphics. (For those who do not have much room on their desks, there is a stationary version, called a trackball, which attaches with velcro to the side of the keyboard. The ball is on the top and you flick it with your fingertip.) I'll be showing you how the mouse functions later on as we look at using specific features and programs.

The second major characteristic of the Macintosh is the use of icons. These are graphic representations of disks, programs, files, etc. Each type of icon is a distinctive little picture that suggests the type of material it represents. The

idea of icons is based on the same concept as modern traffic signs, that information can be conveyed more powerfully through the use of universal symbols. Each icon is also labeled with its particular title. (See Figure 1)

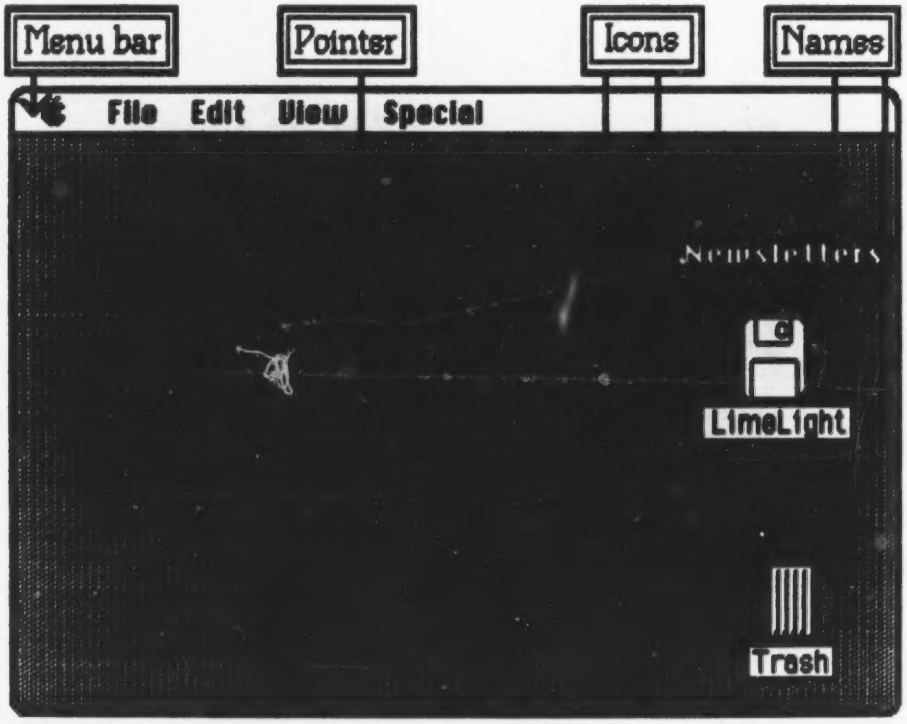


Figure 1. The "desktop." The pointer appears as an arrow. The disks are represented by icons that look like disks. The currently active disk is black

When you start up the Macintosh, the opening screen is called the desktop. (See Figure 1.) The disks in the disk drives are represented on the screen by icons that look like disks. The pointer looks like an arrow. To open a disk or activate a program, you simply move the pointer arrow to the icon in question and press the button on top of the mouse twice very quickly. (This is known

as "pointing and clicking.") The user interface takes over from there. The icon turns dark to show that it is the one that is active, and its contents are displayed in a window on the screen. (See Figure 2) This eliminates the need for letter-perfect typing, the memorizing of different commands for each new program, and the need to take your eyes off the screen as well as your hands off the keyboard to find the right combination of function, option, command and letter keys used by traditional computers.

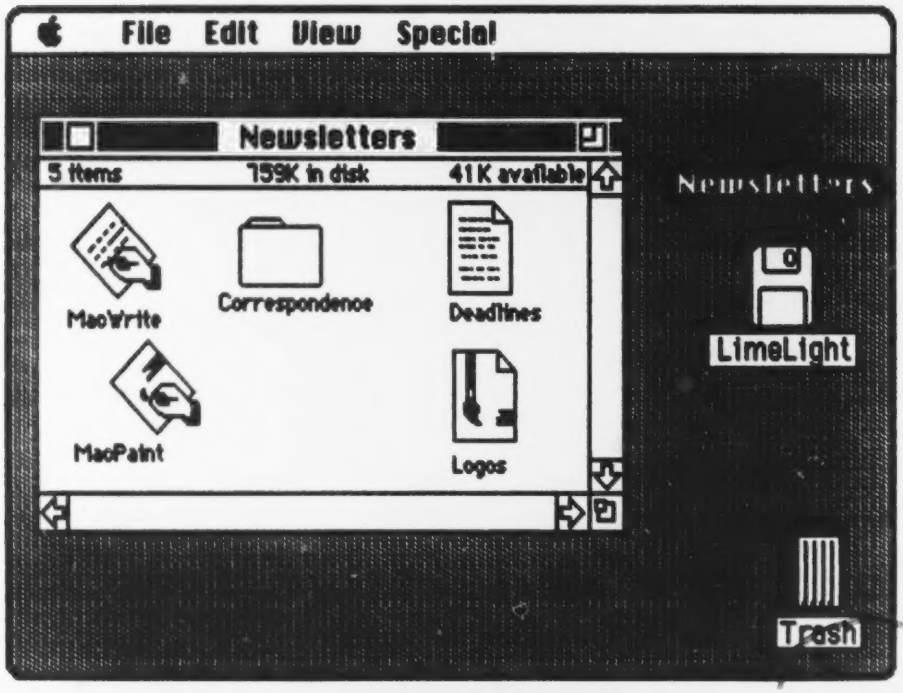


Figure 2. The window shows what documents and folders of documents the disk contains. Here the contents are shown as icons, but you can also choose to have them displayed alphabetically by title, date created, program, etc.

The mouse can be used to resize and move windows around on the screen, and it is possible to have several windows open at one time, in overlapping

layers or side-by-side. To copy the contents of one disk to another, you put the pointer of the icon of the disk you want to copy and , hold ing down the mouse button, move the icon so that it covers the icon of the disk you want to copy it to. The just release the mouse button. The same technique is use to copy documents, folders, programs, etc. Select the icon with the pointer and drag it to window of the disk or folder where you want it copied. To delete a document, folder, or program, the procedure is the same, except that you drag the icon to the trashcan in the lower right of the screen.

The icon for a folder looks like a file folder
The shape for a document icon looks like a dog-eared page
The actual icon for a document shows what program was used to write it
MacPaint
Icons for programs often contain a hand and a slanting page, but may simply be the name of the program or an illustration of what the program does, as with those shown below.
The names of these programs
A program that lets you design your own fonts
Telecommunications programs
A music writing program

Figure 3. Sample icons.

The icons that look like pages with one corner bent down are documents . The ones that look like file folders are folders. They may contain documents or they may contain other folders. For some samples of icons, see Figure 3.

The last major feature I want to deal with before we get into specific uses of programs is the menu bar. This is the line of terms that appears at the top of each screen. Under each term in the menu bar there is a hidden menu of commands and other options. To view them, you put the pointer on the appropriate term and hold the mouse button down. (See Figure 4) A menu unrolls below the term, like a window shades being pulled down, so it is called a "pull-down menu." When you release the mouse button, it rolls back up and disappears. The pull-down menus contain all the commands you can use with that program, so they are always available on the screen, but are tucked away under the menus bar until you need them. When a menu is pulled down, all the active choices appear in black, and the inactive ones appear in light grey. For example, if you have not yet opened a document, the choice "close" would appear in grey as being inactive since there is no open document that the computer could close for you.

To use a command, you move the pointer down the menu until the arrow is on your choice. You can tell which command is selected because it appears in white letters on a black background. Releasing the mouse button activates the command selected. While pull-down menus are featured in all Macintosh programs, many of the commands and other choices contained in the menus vary from program to program, reflecting the particular features of each individual program. There are certain basic commands that are the same for

all programs, particularly those in the "file" and "edit" menus. The File menu contains commands that handle documents: "new" gives you a blank page to start a document on, "open" gives you a list of the documents on the disks that you can open, "close" closes the document you have on the screen, "save" lets you save the document to the disk under the same name, "save as..." lets you save a new version of a document under a new name, etc. The basic commands in the "Edit" menu let you manipulate text or graphics. "Undo" lets you "take back" your last action, such as restoring something you just deleted. "Cut" and "paste" do just that. "Cut" lets you remove whatever text or graphic you have selected, and "paste" lets you insert it wherever you like. Or you can use the "copy" command to copy selected text or graphics, and use "paste" to insert the copy elsewhere.

FONTS

Now that you are acquainted with the basic interface, let's look at the pull down menus which govern some of the most useful features for desktop publishing: those that handle type fonts, styles and point sizes. The examples I will be giving are from the MacWrite program. The newer word processing programs and the paint programs have some other options available, but the process is basically the same and the can all do at least this much.

When you begin typing, the default font is normally 12 point Geneva. The 12 point part indicates the size of the type, 12 point being similar to pica on a typewriter. You can change this before you begin typing by pulling down the font menu with the mouse, as shown in Figure 4. (There are actually more

fonts on my disk than show up in the figure. The others, those that come after Liverpool, would scroll into view if the pointer were moved to the bottom of the menu.) To select a new font, you move the pointer to the one you want and release the mouse button.

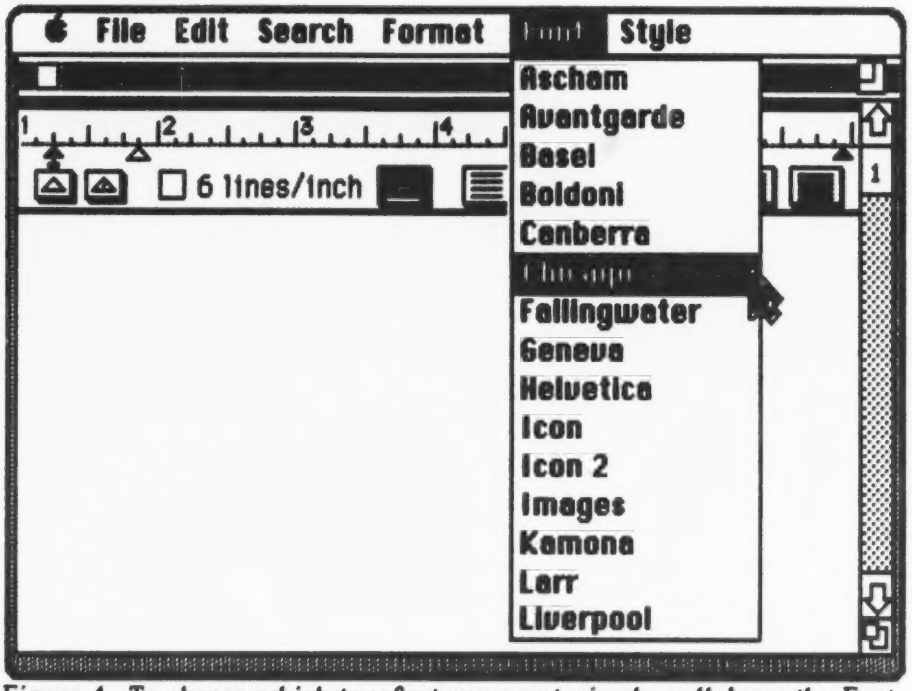


Figure 4. To choose which typefont you want, simply pull down the Font Menu with the pointer. Release the mouse button when the name of the font you want appears in white letters on black.

To change a font in text you have already typed, you put the pointer on the first letter and, holding the mouse button down, drag to the end of the text you want changed. (See Figure 5.) The text you have selected will appear in reverse: white letters on a black background. Then pull down the font menu

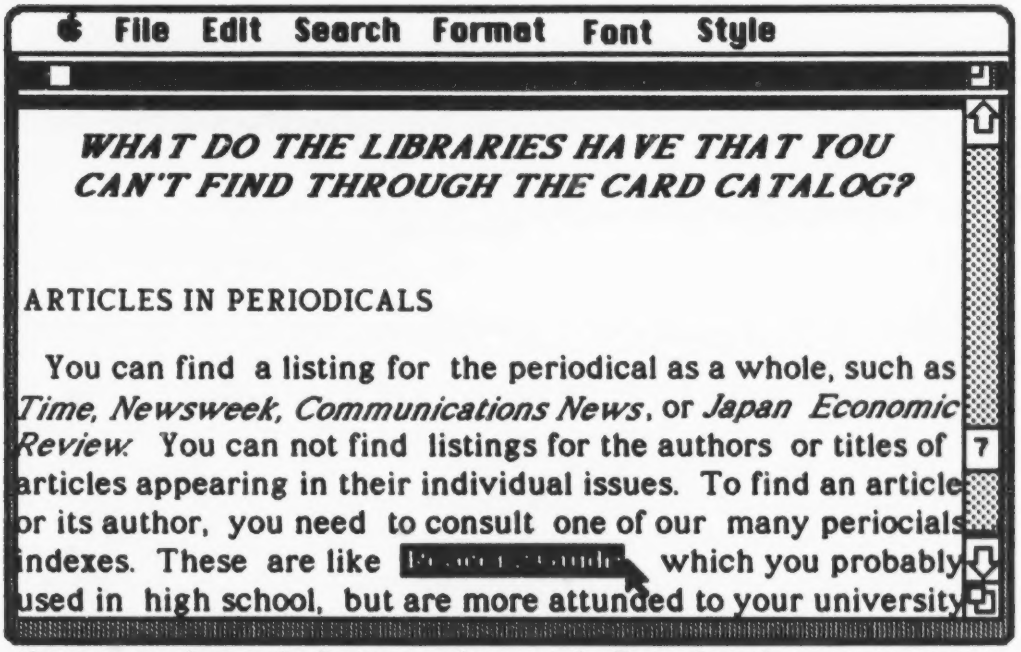

File Edit Search Format Font Style
WHAT DO THE LIBRARIES HAVE THAT YOU CAN'T FIND THROUGH THE CARD CATALOG?
ARTICLES IN PERIODICALS
You can find a listing for the periodical as a whole, such as Time, Newsweek, Communications News, or Japan Economic Review. You can not find listings for the authors or titles of articles appearing in their individual issues. To find an article or its author, you need to consult one of our many periocials indexes. These are like which you probably used in high school, but are more attunded to your university

Figure 5. To change the font type, size or style, first select the text you want to change with the mouse.

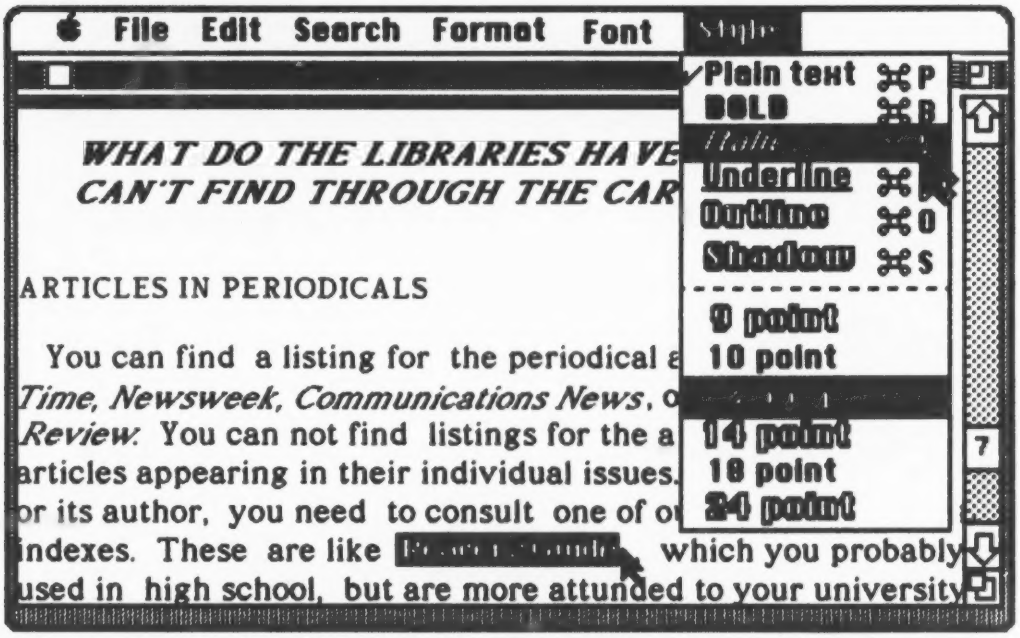

File Edit Search Format Font Style
Plain text ⌘P
BOLD ⌘B
Underline ⌘U
Outline ⌘O
Shadow ⌘S
9 point
10 point
14 point
18 point
24 point
WHAT DO THE LIBRARIES HAVE
CAN'T FIND THROUGH THE CAR
ARTICLES IN PERIODICALS
You can find a listing for the periodical a
Time, Newsweek, Communications News, o
Review. You can not find listings for the a
articles appearing in their individual issues.
or its author, you need to consult one of o
indexes. These are like which you probably
used in high school, but are more attunded to your university

Figure 6. You can also choose the style you want by typing the command key-letter combinations shown on the right margin of the menu, such as <command key> <I> for italics.

and chose your font as before. (See Figure 4) The text you have selected will change to the new font. This can, of course, be cumbersome if you are changing more than a few paragraphs at a time. In the newer word processing programs, such as MicroSoft Word 3.0, however, it is possible to make global changes to the fonts, either by the paragraph or throughout a document.

In addition to the font itself, you can also change the point size and the style. (See Figure 6) Pull down the style menu. The point sizes for the current font are listed in outline letters. While you can set the size on a point size listed in black, it will not look good on the screen or printed on an Imagewriter. The listings for the styles are written in that style to give you an idea of how they look. Not all fonts look good in all styles. For examples of Imagewriter fonts, look at the handout "Samples of Imagewriter Fonts" at the end of this paper.

To get an idea of what a font looks like before you type in it, you can use the desk accessory "Key Caps." Desk accessories are little utility programs that you can run without leaving the programs you are working in. They are available on the first pull-down menu, the one under the icon for the apple, and they are activated the same way items on the previous pull-down menu item were selected. When you turn on key caps you get a window on your screen that looks like the one in Figure 7 .

A new menu term appears in the upper right side of the screen labeled "Key Caps" When you pull it down, it displays the names of all the fonts, and you select the one you want to see the same way you would select it for typing. This is particularly helpful when you are using specialize alphabets such as those shown on the handout labeled Samples of Special ImageWriter

Fonts, or for seldom-used diacritics or special characters in the regular fonts, such as: β æ £ ≠ π å ● ª ç √ ô ø.

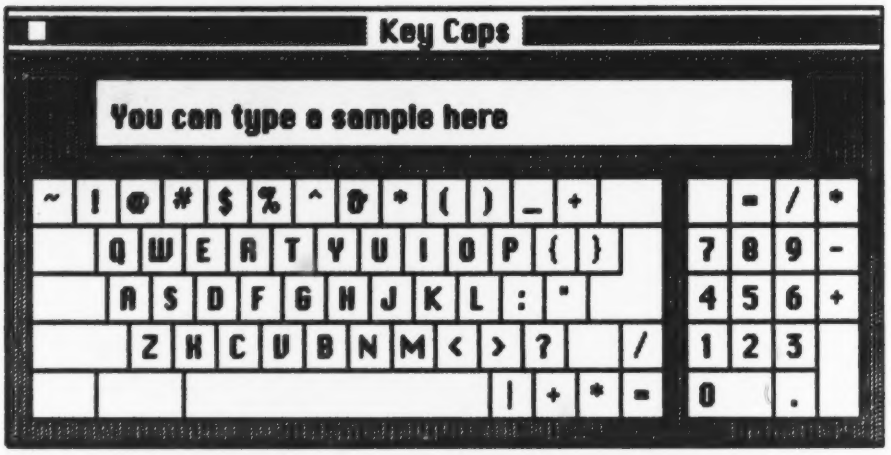


Figure 7. The Key Caps Desk Accessory Window. By pressing the shift key, the option key, and the shift and option keys together you can view the various letters and special characters in the selected font.

How do you get these fonts into your computer and where do they come from? A variety of fonts comes with each program. MacPaint, for example, includes several plain fonts (Geneva, Monaco, New York), an emphasized font (Chicago), a block-letter font (Athens), a script font (Venice), and a fancy calligraphy font (London). Additional fonts are easily loaded.

The system folder of your program contains a utility program called a Font /Desk Accessory Mover, Font/DA Mover for short. When you first open your program on the desktop, open the folder labeled system folder. (See Figure 1) The Font/DA mover looks like a little moving van with a capital A on its side. (See Figure 8) Click the pointer on it twice and it will open to look like the

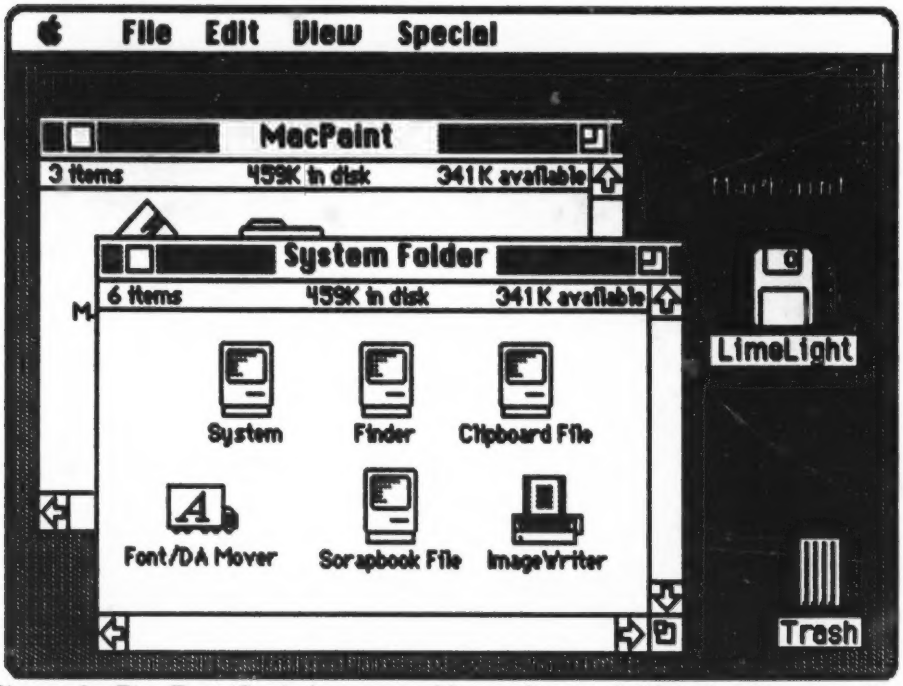


Figure 8. The Font/Desk Accessory Mover (lower left) looks like a truck.

window shown in Figure 9. The fonts on the first disk are listed on the left. The fonts on the second disk are on the right. (Note that both disks are identified by title immediately under the lists of fonts.) To copy a font from one disk to the other, select the name of the font with the pointer. It will appear in white letters on a black background. Then click the pointer on the word "copy" at the top of the screen. It will turn black while it is copying and return to normal color when it is finished. Notice that a sample of the selected font is displayed at the bottom of the window. The memory requirement of the selected font is given as well as the room left on each disk. When you are through copying, you click on the word "quit" near the bottom of the window in the middle.

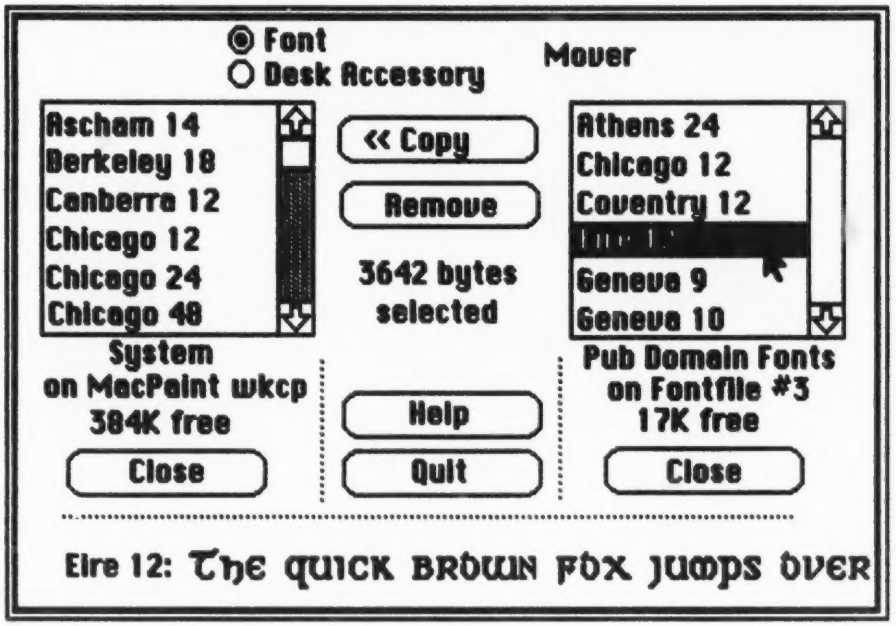


Figure 9. The Font/ DA Mover window.

There are dozens of fonts available free, and the best source for these is your local Macintosh user group. They can also be obtained through electronic bulletin boards or from Educomp, a California-based user group that distributes public domain and shareware fonts, graphics and programs for a $10 service fee per disk. (Each Educomp font disk contains more than a dozen different fonts in varying point sizes) Public domain fonts are totally and legally free. Often they are given away by amateurs using Fontastic or other font-creation programs, or by professional developers who do not want to go to the trouble of marketing something that will bring little return. Shareware, on

the other hand, is not free. It is distributed freely, and you can copy it at will to try it out, but the creator retains ownership and will include a message telling you how much he/she is charging and where to send the money if you decide to keep and use it. There are also professionally marketed fonts, some quite stunning, which can be ordered from software mail-order distributers.

GRAPHICS

The second major component of desktop publishing is graphic material. There are many graphics programs available, most of them falling into one of two types: bit-mapped or object oriented. These are usually referred to as paint programs and draw programs, after their prototypes: MacPaint and MacDraw. A bit-mapped (paint) picture is stored in the computer as a grid of individual black and white dots. An object-oriented (draw) picture is stored as a series of mathematical formulas detailing where each line starts, it's orientation, width, direction, length, etc. One formula for each object in the picture. In practical terms this means that you can erase parts of a paint picture, but you can only delete whole objects in a draw program, not erase just parts. On the other hand, you can reactivate the objects in a draw program and reshape, resize, move and easily separate them from overlapping objects. They also enable you to edit text typed into your graphic with at least a few word proccessing features. In a paint picture, the text is just another part of the drawing. Once you finish typing and click the mouse, you can only change the text as you would any other bit-mapped picture.

Paint pictures printout best on a dotmatrix printer, draw pictures printout

best on a laser printer.primarily for use with laser printers and can produce true curved lines. Curved lines in paint pictures look rather jagged in comparison.

At the high tech end of the scale, there a several programs that will produce true greys, can wrap text around circles or irregular shapes, can make objects or text throw gradated shadows, and do other impressive things, but they cost $400 or more and have more power than you probably need. At the low end of the scale are several programs that produce only bit-mapped pictures and are available from software mail-order distributers for about $60. For the same investment, however, there is SuperPaint from Silicon Beach Software. It is a hybrid program with two layers to the drawing screen, one for bit-mapped and one for object-oriented graphics. It also has a number of other great features, such as the ability to open more than one document at a time, display them as a split screen, and transfer material between them. I will mention it a bit more at the end of my talk since it can serve as a page processing program, at least for smaller projects.

I'm not going to discuss how to create graphics. I presume that what you will be most interested in is how to edit and use ready-made graphics. For that we need to examine only a few of the basic tools and command options. Since most of the clipart available, either free or commercial, is in bit-mapped form, we'll look at these in their simplest form, in MacPaint. (See Figure 10) The MacPaint screen has the usual menu bar arrangement at the top, with some different choices than we saw in MacWrite. The "Goodies" menu, for instance. It contains options such as seeing the whole page on the screen rather than just a section at a time or of zooming in on one small area of the screen so that it is

magnified to let you edit individual dots. with ease.

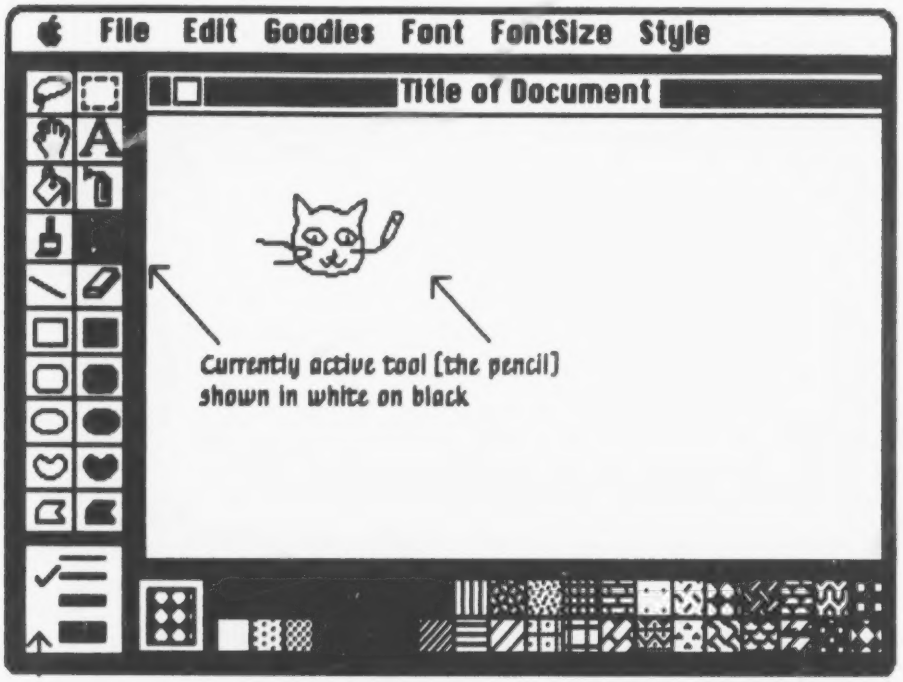


Figure 10. The MacPaint Screen, with drawing tools on the left and paint patterns at the bottom.

Down the left side of the screen are two rows of icons representing the various tools you can use to create or edit a picture. To activate a tool you select it by pointing and clicking the mouse as usual. When you move the pointer back onto the drawing area, it will assume the shape of your tool. The icons give you a good idea of what each tool does: the hand lets you move the page around under the window, the letter "A" lets you type text, the tipped paint bucket lets you fill outline drawings with shaded patterns, etc.

Two essential tools are the one that draws lines and the one that draws boxes, the fifth and sixth tools on the left. To draw a line, activate the tool by

clicking on it. When you move the pointer back to the drawing board it will appear as crosshairs. Press the mouse button when the crosshairs are at the

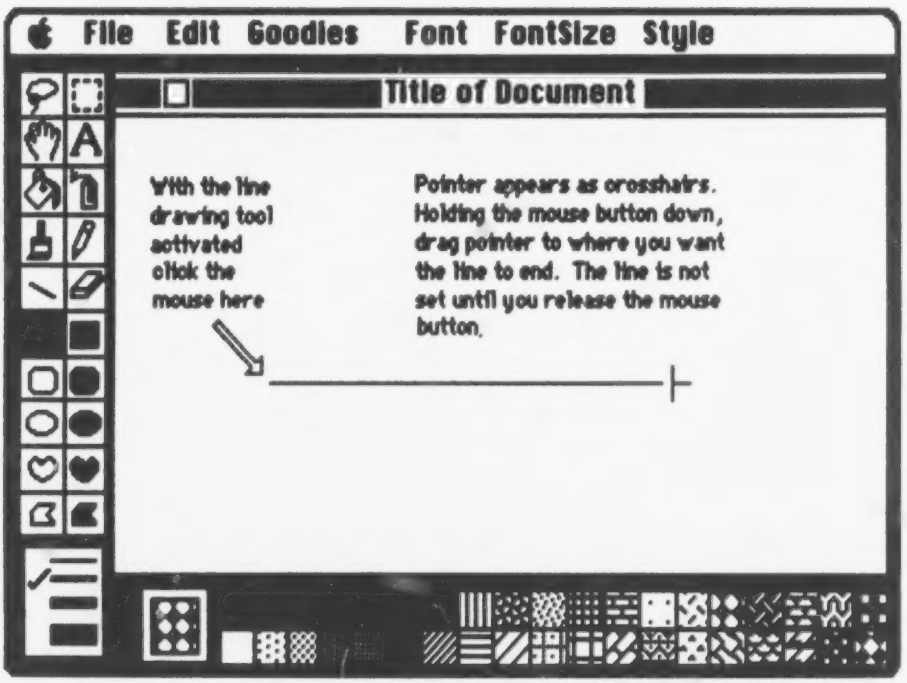

File Edit Goodies Font FontSize Style
Title of Document
With the line drawing tool activated click the mouse here
Pointer appears as crosshairs. Holding the mouse button down, drag pointer to where you want the line to end. The line is not set until you release the mouse button.

Figure 11. Drawing a straight line.

point where you want the line to begin. Hold the button down and move the the pointer to where you want the line to end. The line is not set until you release the mouse button, so you can make sure it is absolutely straight before you do that. If it is not quite straight, it will be apparent from the jagged look of the line on the screen.

To draw a rectangle, activate the box tool, and point to where you want the upper left corner of the box to begin. (See Figure 12) Holding the mouse button down, drawn the mouse down and to the right till the lower right

corner of the box is where you want it to be. As with the line, the box is not set until you release the mouse button. The tools immediately below the box tool work the same way for drawing rectangles with rounded corners and circles. The dark tools to their right are the same, except that they draw the shapes filled in with one of the patterns shown across the bottom of the screen.

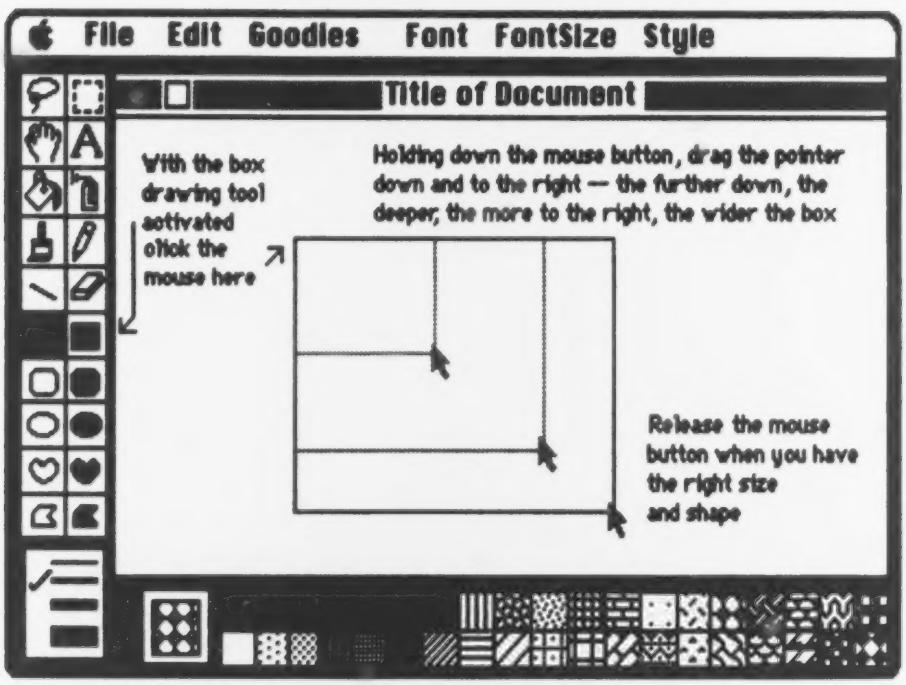

File Edit Goodies Font FontSize Style
Title of Document
With the box drawing tool activated click the mouse here
Holding down the mouse button, drag the pointer down and to the right — the further down, the deeper, the more to the right, the wider the box
Release the mouse button when you have the right size and shape

Figure 12. Drawing a rectangle or box.

Both the line and the box tools are very useful in designing forms, separating columns, framing graphics or setting off blocks of text. They are also ideal for drawing workflow and organization charts. The boxes can be resized and moved around. See "Basic Copy Cataloging Workflow" at the end of this paper for an example.

Three other essential tools for editing are the lasso, the marquee, and, of course, the eraser. The lasso is on the left at the top. You can use it to move a picture or part of a picture. Simply draw a line that more or less circles what you want to move and release the mouse button. The Lasso automatically pulls in tight to fit the exact outline of the object. Move the pointer onto the object, hold the mouse button down and drag the picture to any part of the screen, including superimposing it over another picture. If you press down the option key before you move it, it copies the picture rather than moving it. (See Figure 13)

The Marquee is similar, but it does not shrink to fit the drawing; it moves a rectangle area, picture, background and all. It is the top icon on the right and is used the same way that a square is drawn. That is, with the Marquee tool selected, you point to the upper left corner of the area you want to move or duplicate, hold the mouse button down and draw mouse down and to the right. Rather than a solid box shape, however, this makes a flickering box shape, which does look rather like the outer lights flickering on a movie marquee. As with the lasso, once you have enclosed something with the marque, you can use the pointer to move it around or duplicate it. You can also resize it by holding down the command key and pushing or pulling on the lower left corner with the pointer. An additional feature is that once you have selected a drawing with the Marquee you can use commands under the edit menu to flip it horizontally or vertically or to reverse the colors in that area. Areas selected by either tool can be erased simply by backspacing. (If you do that accidently, you can retrieve what you've erased by using the "Undo" command under the Edit window) You can also erase using the eraser, the fifth tool down on the

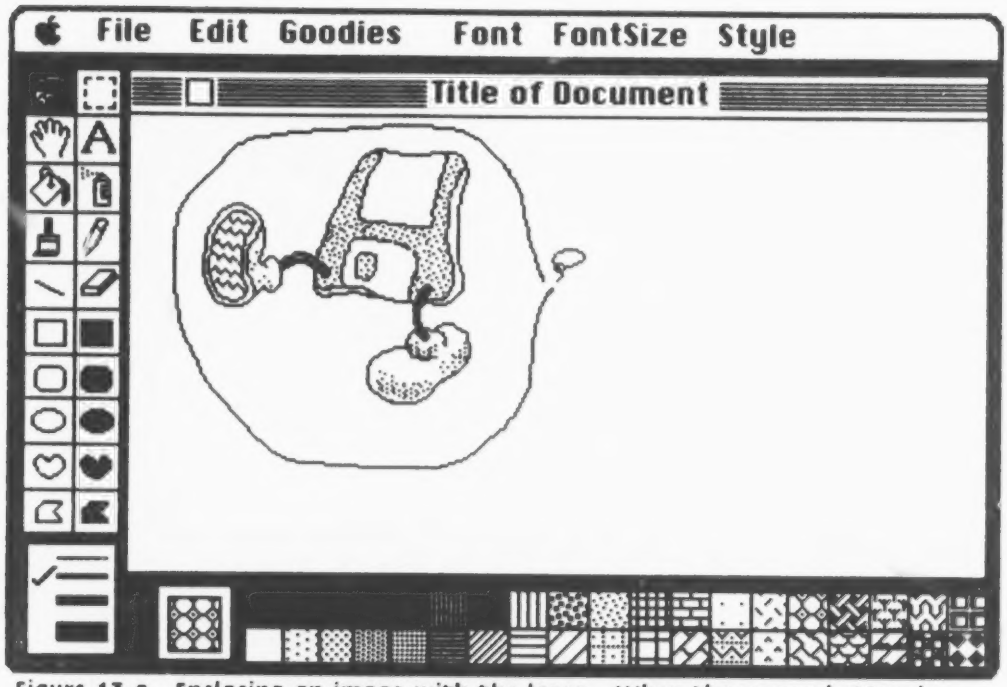


Figure 13 a. Enclosing an image with the lasso. When the mouse button is released, the "lasso" pulls in to fit the outline of the image.

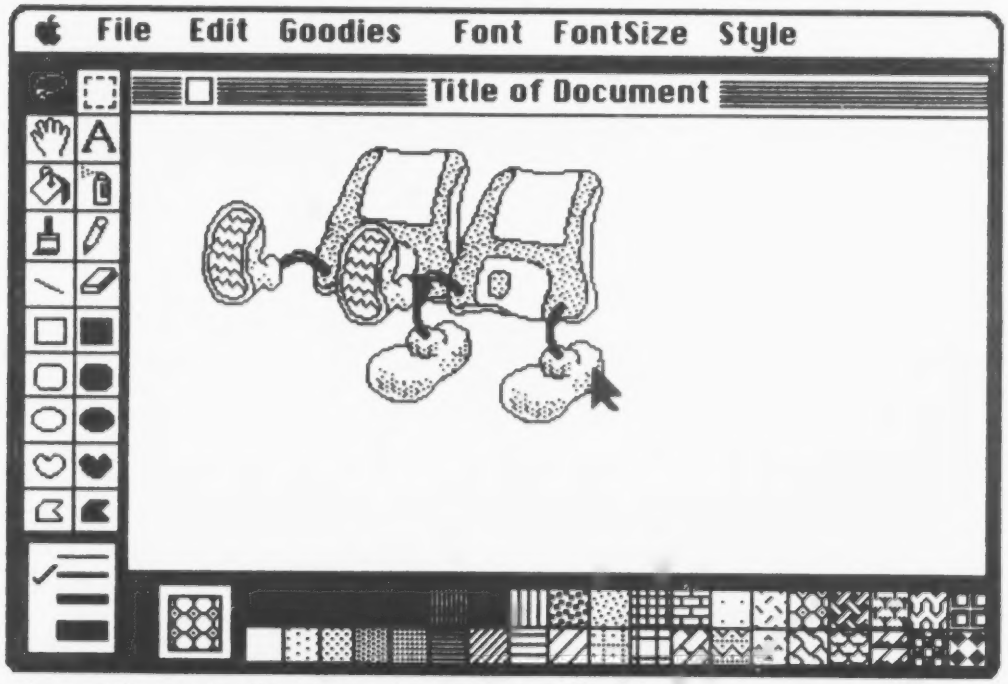


Figure 13b. By holding down the option key when you move an image with the lasso, you can make a duplicate of it, which you can move wherever you want it, including superimposing it on another image.

right. This appears on the screen as a white square outlined in black, and it can be used either in the regular mode or, for more precision, in the magnified mode. See Figure 14 for an illustration of how an image can be edited with these tools.

How do you get graphics into your documents? The easiest way is by using a desk accessory, such as Art Grabber+ or Artisto. As with Key Caps, which I mentioned earlier, these are stored in the Apple menu on the far left. While you are in a word processing or page processing program, you can use one of these DAs to transfer pictures without having to leave the program or the document you are working with. When you select the DA, a new window will appear in the center of your screen, and the name of the DA will appear in the menu bar. Select the open command in the pull down menu under that name, and a list of all the paint documents available on the currently active disk will appear in another window. You can also look at what is on the disk in the other disk drive. Select the paint document you want to open by double clicking on its name. It will appear in the window, and you can select all or part of it in the same way you select something with the Marquee tool in MacPaint. Once it is selected, pull down the Edit Menu and select "Copy." A copy will be stored in active memory. Close the window by clicking on the small box in the upper left corner (the normal way to close windows.) Click the pointer more or less where you want the picture, and use the "Paste" command from the Edit Menu. Once it appears you can move it around to place it exactly where you want it.

Art Grabber+ is a commercial program which is included in some of the page processing programs, or it can be purchased for about $35 as part of a disk of

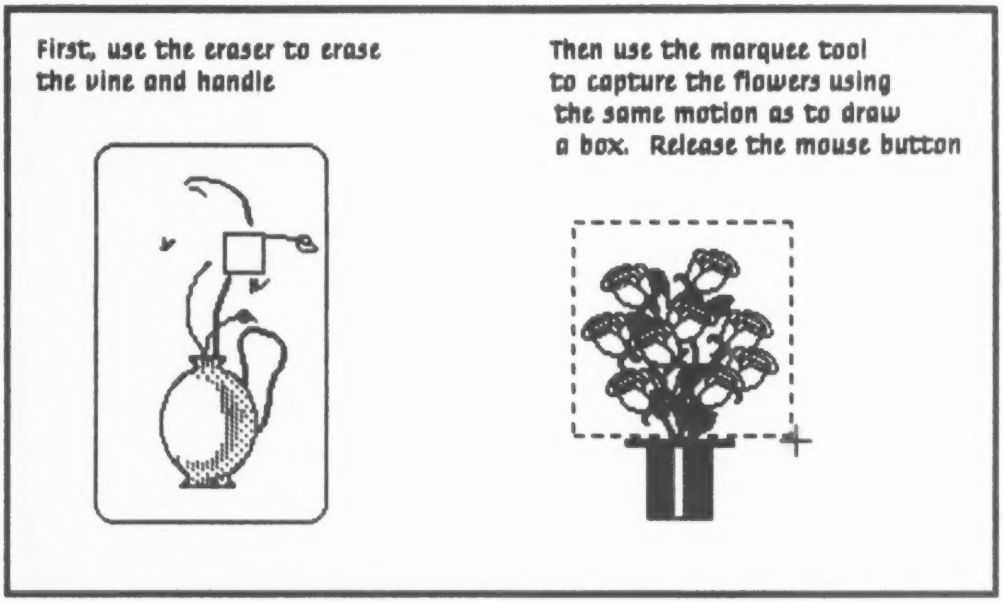

First, use the eraser to erase the vine and handle
Then use the marquee tool to capture the flowers using the same motion as to draw a box. Release the mouse button

Figure 14 a. Putting the flowers into the vase, steps 1 and 2

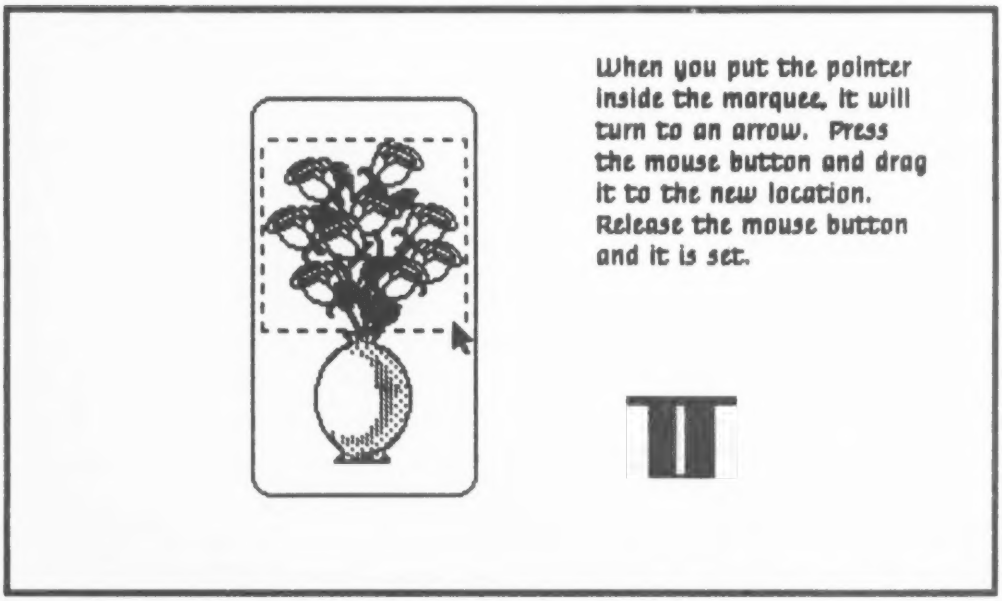

When you put the pointer inside the marquee, it will turn to an arrow. Press the mouse button and drag it to the new location. Release the mouse button and it is set.

Figure 14 b. Putting the flowers in the vase, step 3.

desk accessories published by MacroMind Inc. Artisto is shareware, does the same thing, and has an asking price of $5 to $10.

As with fonts, you best source of free graphics is your local Macintosh user group. The freeware category contains a lot of professionally drawn graphics which are distributed as samples to promote commercial clipart packages. Others are pictures which amateurs have Thunderscanned. The Thunderscan is a digitizer which replaces the ribbon cartridge in the Imagewriter. A picture is fed through the printer and the Thunderscan device scans it and converts it into a MacPaint image on the screen which can then be stored and edited like any other picture. The Tiger on one of the sheets of sample graphics at the end is an example of a digitized photo. The Thunderscan runs about $200 if purchased through a mail-order discount house, and is another possible source of cheap graphics. You do have to be careful about copyrights, however, as it is not legal to use Thunderscan of copyrighted pictures. Best to stick to old woodcuts and other public domain graphics from the rare book room when you are scanning.

There are, of course, quite a few commerically available professional clip art packages. Advertisements for these in the major Macintosh magazine usually show samples. As with all software, it is much cheaper to purchase them from mail-order software distributers, whose ads also appear in these magazines and who guarantee defect-free disks.

PAGE PROCESSORS

So, we arrive at the point where we put all of this together: page

processing. For simple materials such as one-to-two page handouts, posters, forms, and signs, even very short newsletters, SuperPaint or a word processor may be all you need. For anything more ambitious, such as lengthy bibliographic instruction materials or longer newsletters, a page processor such as Ready-Set-Go, PageMaker, Ragtime, etc., will save you time and give more reliable and more polished results.

In SuperPaint, you can type your text in the draw layer, where it will behave like any other object. That is, when you finish typing -- no more than a paragraph or so at a time -- change from the font tool to the selecter tool in the tool menu. Then click on the text block. Small black boxes appear in the corners of the text block. By holding down the mouse button when you have selected one of these boxes you can resize and reshape these text blocks. For example, you can draw them across the screen to form a banner or headline or you can shape them into a long, narrow column. You will, however, have to create a separate text block for each column.

While the text block is selected, you can change the font, size and style. You can also move the whole block around on the page, placing it side by side with graphics or even superimposing it over part or all of a picture. And, of course, you have full graphic editing capabilities, either on the bit-mapped layer or in the draw layer.

The biggest limitation is that the SuperPaint text mode has very limited word process power. It can justify the right or the left margin, but not both. Only one font, style and size of type can be used in each text block, so that you need to create separate text blocks for headlines and to insert italicized or bold face words into a paragraph. (This was done in creating Figures 5 and 6) There

are no tabs, no indentions, no spelling checker, no "find and replace," no automatic hyphenation. And you can create only one page at a time. It does, however, have one feature that makes it easier to layout a page with some precision: the grid and ruler command. When activated, this creates a grid of dots spaced to your specifications in inches, centimeters, or pixels along with ruler markings across the top and down the left side of the screen. You can place the text blocks with a fair amount of precision by lining them up on this grid and the program will pull them the rest of the way so that they are truely aligned.

The use of multiple fonts and the insertion of graphics have been options in all Macintosh word processing programs from the first, but more sophisticated features have been added in the new generation of programs which have made them even more like page processor. In the first word processor, MacWrite, which is still widely used as a standard, graphics and text could not be placed on the same line. You could have a text block, then a graphic, and then another text block, but you could not have them side by side. One way to get around this was to type whatever text you wanted, such as a heading or headline, into the picture itself before transferring it into the MacWrite document. This was done in the sample document on the OCLC 086 field that is included at the end.

MicroSoft Word, version 3.0, in addition to its improved word processing features, allows you to use graphics side by side with text through the creation of columns. The text goes in one column and the graphic in another. It will allow you to create multiple columns per page, either running columns like in a newspaper, or comparative columns of side-by-side paragraphs, such as in a

document comparing cataloging rules, field by field. It has a spelling checker to which you can add words and which can be run, like a desk accessory, without leaving the program. It has an automatic hyphenation option, global font change capability including changing the text to all caps, the ability to open several documents at one time and display them in split windows, an outliner, headers, footers, automatic paging, and other features common to state-of-the-art word processing programs. Most useful for desktop publishing are the use of style sheets which allow you to save a format into which text can later be insterted, the ability to modify the leading (space left between lines) and a binding margin function, which automatically adjusts the margins on facing pages to leave more room on one side for binding. It's mail merge function could be particularly useful for bibliographic instruction materials, since it could be used to insert subject-oriented practice examples to customize a basic document into various ones targeted for the particularly interests of the groups of students involved.

There are, however, limitations to using MS Word 3.0 for desktop publishing. It can only create columns of equal width or place text or a graphic below an empty space. That means that you have to work in a linear manner. To illustrate: you format the pages and load all the articles to form one long chain of text that runs from column to column and page to page. You can then insert graphics and headlines plus enough filler text or blank lines to push the end of the text chain down to the bottom of the last page. But when you insert something into the text chain, it can do terrible things to your spacing. For example, since graphics are treated as a single (very long!) line of text, if a picture is edged down over the bottom margin, it is automatically transferred to

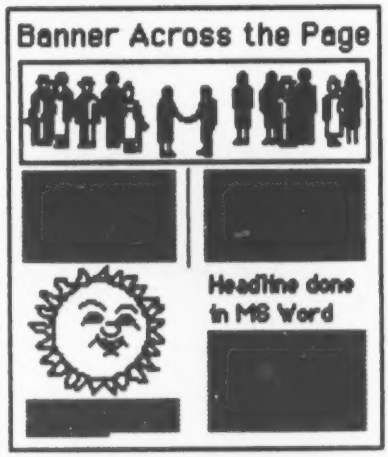
the top of the next column, leaving an unsightly hole behind. While you can obtain results similar to those obtained with page real page processors, it is slower and more cumbersome to use, and you do not have the control over spacing that is available in page processors.

The major advantage that page processors offer is the ease of laying out the pages and of flowing text from one area to another. In addition they have certain features not found (at least not yet released) in word processors, such as the ability to wrap text around graphics and to kern text, particularly headlines where the spacing between letters is more obvious. Most include the ability to crop graphics that turned out to be too large and support object-oriented and other types of graphics that are invisible to most word processors. If you plan to print on a LaserWriter using object-oriented clipart, a real page processor is therefore the best choice. There are a number of these on the market, PageMaker, Ready-Set-Go, MacPublisher, and Ragtime being the best known. PageMaker is the most expensive, about twice the price of Ready-Set-Go (which is available at discount for $160 to $190) and is not really twice as good. Ragtime offers the unusual feature of accepting spreadsheets from other programs, such as Excel.

Your choice of which program you need will depend on what you plan to do. For simple hand-outs, flyers, posters, or even short newsletters, SuperPaint, a word processor and Artisto should suffice. If you plan to produce more extensive material, blend columns and graphics, or print on a LaserWriter using object-oriented graphics, then you will probably want a page processor.

MacWrite

- Cannot handle columns or box text.
- Can use both graphics and text on the same page, but not side by side. (The headline to the left of the lower graphic is part of the picture and will not print well on a laser printer.
- Can use a variety of fonts and justify the left, right, or both margins.
- Can insert headers and footers with automatic page numbering.
- Does not come with a spelling checker but one can be added as a desk accessory.



MicroSoft Word (Version 3.0)

- Can create columns but they must be of equal width
- Can use graphics and text side by side if they are in separate columns
- Can use a variety of fonts and justify the left, right, or both margins.
- Can insert headers and footers with automatic page numbering.
- Has spelling checker that runs from within the program. Can add words.
- Has some ability to put boxes around text and lines between columns.

Page processing programs

- Can create columns of different widths.
- Can place text and graphics side by side, or wrap text around graphics.
- Can use a variety of fonts and justify the left, right, or both margins.
- Can create master pages or insert headers and footers with automatic page numbering.
- Contain spelling checkers, either within the program or as desk accessories.
- Can create boxes or lines of varying widths and shapes. Can use grey as backgrounds for text.
- Can flow text between pages.
- Can kern text and resize or trim graphics

Figure 15. Some basic features and limitations of word processing and page processing programs

Vol. 7 No. 5 May 1987

Little Read

UNL University Libraries Staff Newsletter

First Impressions of UNL -- or How I Got Lost in Area 10

On any scale of measuring stress, moving is always rated as one of life's most stressful activities. And I think I have figured out why. Once a person loses her sense of direction, she loses all control over her life and a loss of control leads to a high level of stress. It says so in MS., and in all of the fancy managerial grids and in psychology textbooks. My life experiences prove the theory, and so my highly abbreviated Life Story begins.

Friends in Michigan gave me many parting gifts to help smooth the transition to my new job -- several ears of corn for the world's newest Cornhusker, a bottle of Cornhusker hand lotion to soothe my aching fingers after I've worked them to the bone, and my most treasured gift, a large plaster bust of Elvis (which I promptly placed in the car's passenger seat.) With Elvis at my side I knew that I would be able to negotiate the expressways around Chicago and wheel my way to Iowa City for a night's rest. Him crooning "Love Me Tender" or belting out "Jailhouse Rock" would carry me through endless miles of I-80 until I reached the waters of the wide Missouri! Actually, finding Lincolnland was a piece of cake, but exiting the parking lot around the stadium oval was another matter entirely.

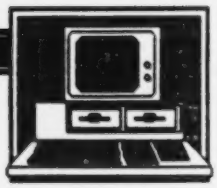
Several friends described the simple commute from 84th Street down Vine to the RED ZONE AREA 10 parking lot. (It's thrilling to pass the intersection of Hollywood & Vine twice a day!) However, no one explained to me how to get out of the lot! I was tired at the end of my first day, it was cloudy and I couldn't use the setting sun as a reference point, and the corn rootworms had switched the street signs. Regardless, three time in a row I made the wrong turn and found myself endlessly circling the oval. In time, I began to recall one criterium for selecting the neighborhood in which I wanted to live: get as far away from the football stadium as possible so I won't lose my parking space in front of my home on football Saturdays. By the process of deductive reasoning, I decided that if the stadium were at my back, I must be headed in the right direction towards home. And so dear friends, with the stadium looking over my shoulder, and the occluded sun at my back, I headed toward Hollywood & Vine and home for a roadmap and a good night's rest.

--Linda Parker

Welcome back, Dean Hendrickson!

Kent is doing fine and is back at work. He would like to express his thanks to everyone for all the cards, flowers, and kindness during the past weeks.

PROCEDURES : How



086 FIELD

Subfields: No subfields used within the SuDocs number. A ≠z or a ≠2 may appear in the field after the entire SuDocs number.

Spacing: Insert a blank space between any letter and number not separated by punctuation. There should be no other spaces within the number.

Example:

SPACE TO SEPARATE LETTERS AND NUMBERS

Y 4.P 96/10:N 81 d

NO SPACE — ALREADY SEPARATED BY PUNCTUATION

099 FIELD

Subfields: The number is segmented, with a new ≠a for each segment. Breaks between segments are made immediately after a mark of punctuation. A segment can contain up to 8 characters, counting all letters, numbers and punctuation marks as characters. Not every segment will have 8 characters since the breaks must be made after a punctuation mark, but as many characters should be included as possible.

Spacing: There are no blank spaces within a segment. There is the usual single space before and after the subfield code between segments

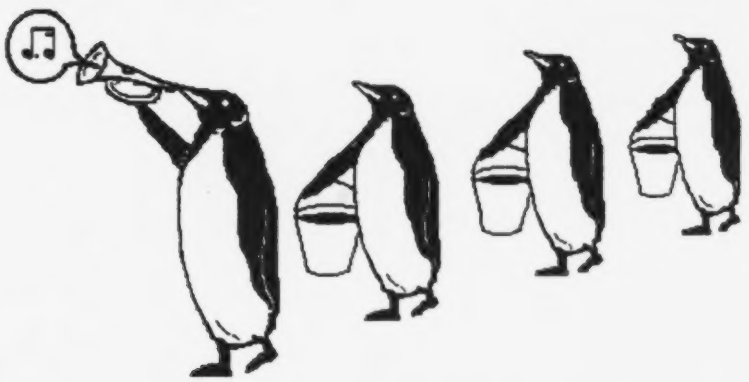
Example:

Break comes after punctuation

Y4.P96/ ≠a 10:N81d

Each segment has no more than 8 characters
No spaces within segments

Fire Alarm Test



There will be a Fire Alarm Test on Monday, June 2nd, between 10 and 11 a.m.

A bell will ring intermittantly and most doors will automatically close.

Please exit the building using the nearest Fire Exit.

Do not use the elevators.

Do not use the staircases near the main entrance to Love South since these are not designated fire exits and their doors will close.

Sample of a temporary sign created using MacPaint. Graphic was created by duplicating and shrinking the first penguin (a freeware image) and making small alterations using the MacPaint "tools." With MacBillboard or PosterMaker, this could be enlarged to poster size (17" x 22" or larger)

Now you are ready to answer some questions.
Check the boxes in front of the correct answers.

Go to the Author/Title Catalog and look up the author:

Buchanan, Handasyde

1. What is the title of the book this author wrote?

   - ☐ Nature into art
   - ☐ A garden in Wales
   - ☐ An introduction to solid state physics and its applications
   - ☐ Igneous petrology

2. What is the location code for this book?

   - ☐ GEOL
   - ☐ PHYS
   - ☐ LIFE
   - ☐ AGRI

3. What is the call number of this book?

☐ QC	☐ QH	☐ SB	☐ QE
176	46	453	461
E45	B82	J6	H894
	1979x		

4. Now, look on the tables between the catalog drawers for an orange-bannered sheet entitled LOCATION CODES & MEDIA DESIGNATORS. Using the code sheet, determine which building your book is shelved in.

   - ☐ Behlen Lab, Room 263
   - ☐ C.Y. TYhompson Library, East Campus
   - ☐ Manter Hall, Room 402
   - ☐ Bessey Hall, Room 10

Still using the Author/Title Catalog, look up the book title:

Financial administrative accounting

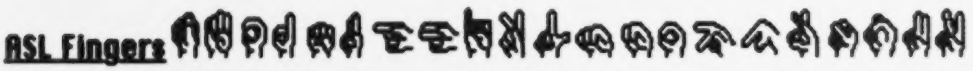
5. Copy the location code and call number here:

Whenever you have the location code LOVE, Stacks, UGRAD, or Undergraduate for a book or bound periodical, then you should consult a green-bannered sheet entitled STACKS DIRECTORY, also taped to the tables in the catalog area. The Stacks Directory will direct you to the room in Love Library in which the item is shelved.

SAMPLES OF IMAGEWRITER FONTS

This is Geneva in 9 point plain.
This is Ascham in 10 point plain.
This is Beverly Hills in 10 point plain.
This is Beverly Hills in 12 point plain.
This is Beverly Hills in 12 point italic.
This is Boston II in 12 point plain.
This is Canberra in 12 point plain.
This is Chicago in 12 point plain.
This is Geneva in 12 point plain.
This is Melrose in 12 point plain
This is Phoenix in 12 point plain.
This is Palo Alto in 12 point plain.
This is Beverly Hills in 14 point plain.
This is Beverly Hills in 14 point italic.
This is Phoenix in 14 point plain.
This is Phoenix in 14 point bold.
This is Venice in 14 point plain.
This is Athens in 18 point plain.
This is Athens in 18 point shadow.
This is London in 18 point plain.
This is London in 18 point outline.
This is Calligraphy in 18 point
This is Stuttgart in 24 plain
This is Beverly Hills in 24 plain
This is Palo Alto in 24 point bold.
CANTERBURY

Samples of a few of the special fonts available through user groups, bulletin boards and Educom. Others, including Arabic, Farsi, Kana and basic Kanji, are available from commercial software publishers. There is a desk accessory (shareware), called MacInHebrew, which allows you to type the Hebrew alphabets from right to left.

ASL Fingers 

Chicago/Hebrew Block אבגדהוזחטיכלמנסעפצקרשת

Cyril абцдефгчижклмнопёрстувшхюэщ

Cyrillic 1 абсдефгйижклмнопцрчтъвшхуэы

Cyrillic 2 абцдефгчийклмнопжрстувшхыэ

Eznik աբչդեզէըթժիլխծկհձղճմյնշոպջռսվտրցւփքօֆև

Geneva/Hebrew Stick אבגדהוזחטיכלמנסעפצקרשת

Mesrob աբչդեզէըթժիլխծկհձղճմյնշոպջռսվտրցւփքօֆև`

Pskov фисвуапршолдьтщзйкыегмцчняё

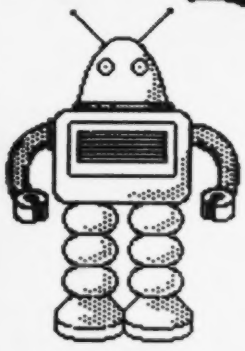
Saloniki αβψδεφχηιξκλμνοπρστυωςxθζ`

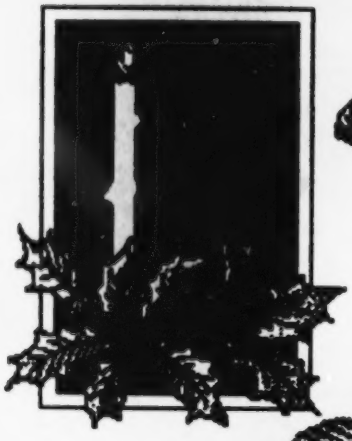
Shenute ⲁⲃⲅⲇⲉⲫⲅⲏⲓⲍⲕⲗⲙⲛⲟⲡⲣⲥⲧⲩⲱⲯϧⲧϩ`

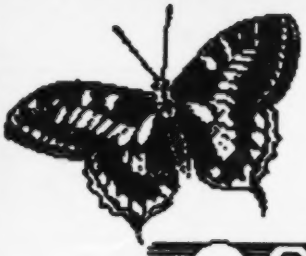
Siloam 𐤀𐤁𐤂𐤃𐤄𐤅𐤆𐤇𐤈𐤉𐤊𐤋𐤌𐤍𐤎𐤏𐤐𐤑𐤒𐤓𐤔𐤕

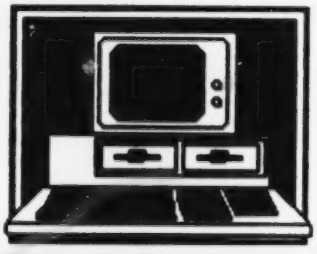
Smyrna αβψδεφγηιξκλμνοπρστυωςχθζ`

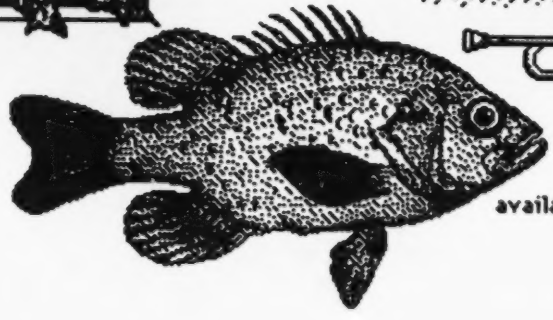
Special characters created with Fontastic ▸ ſß č ŏ ē ß š ŧ ł ŋ ƀ ƥ ǧ











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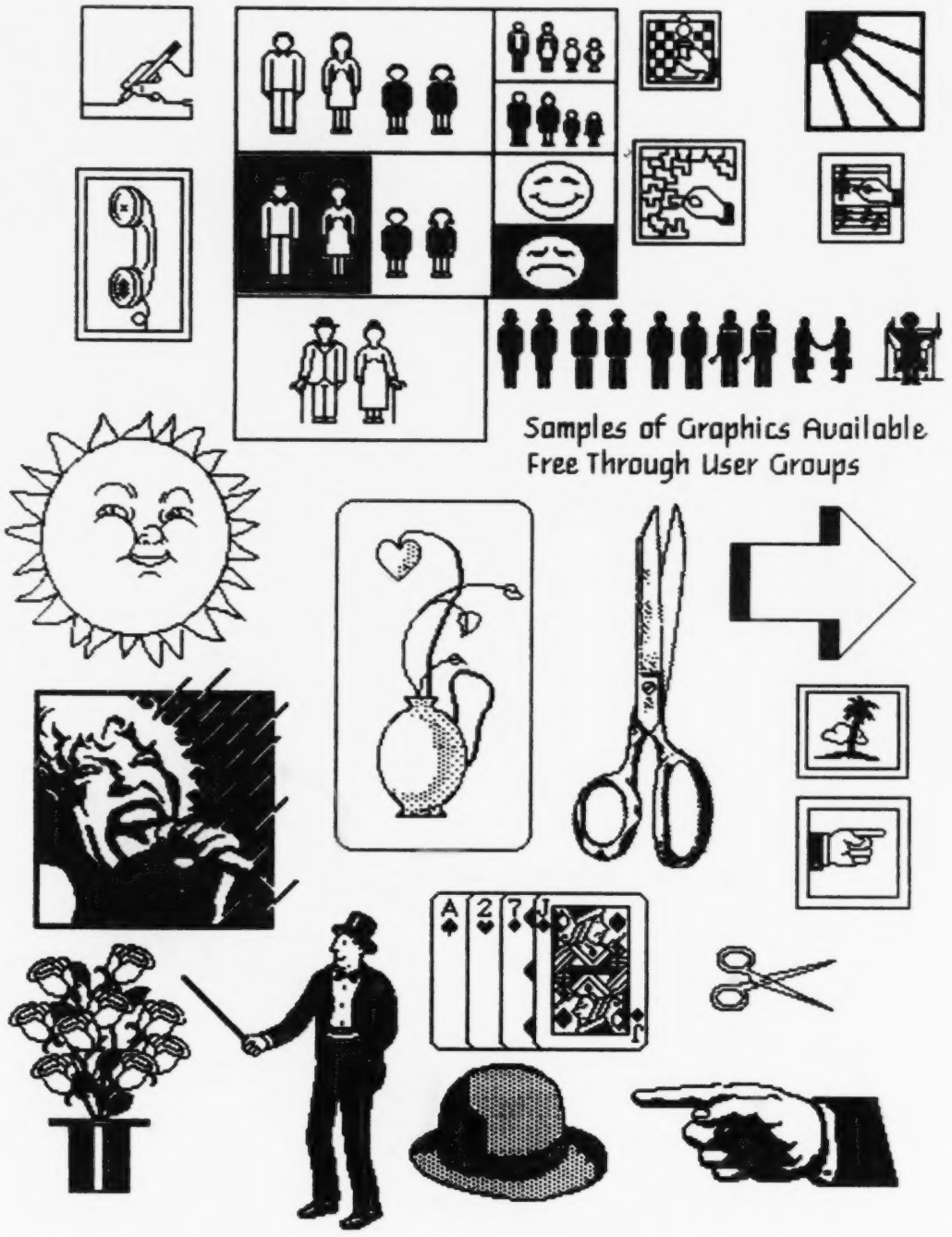
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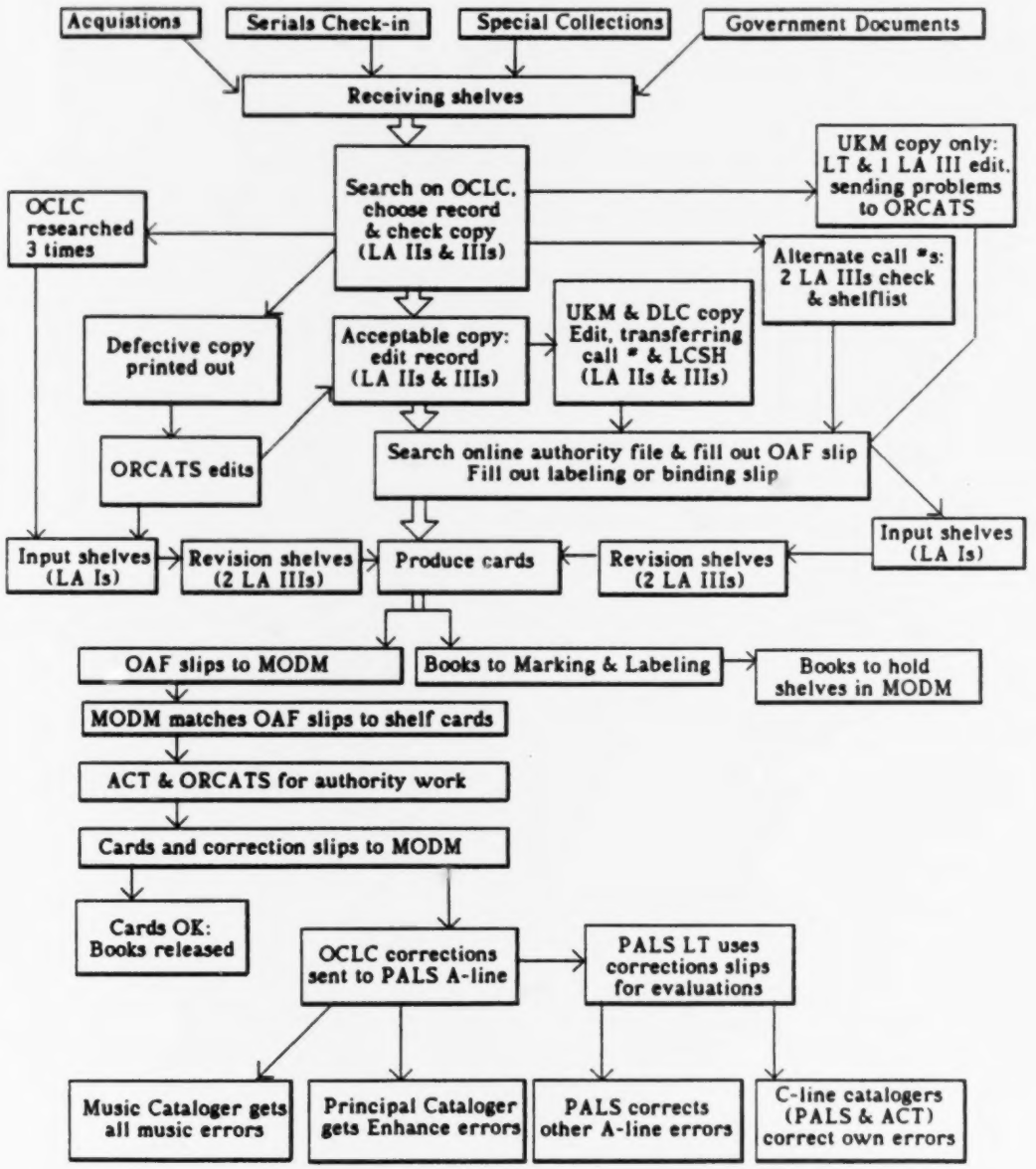
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Alternate call #s: 2 LA IIIs check & shelflist
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MODM matches OAF slips to shelf cards
ACT & ORCATS for authority work
Cards and correction slips to MODM
Cards OK: Books released
OCLC corrections sent to PALS A-line
PALS LT uses corrections slips for evaluations
Music Cataloger gets all music errors
Principal Cataloger gets Enhance errors
PALS corrects other A-line errors
C-line catalogers (PALS & ACT) correct own errors

LIBRARIANS AND THE LAW; IS IT TIME TO BUY MALPRACTICE INSURANCE?

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ABSTRACT

For years reference service in all its facets has been evaluated, measured and scrutinized by our professional peers. A new problem area has emerged as a by-product of the 1980s--malpractice. Virtually every other area of the service industry, from educators to real estate agents, has been confronted with the issue of malpractice. This paper will examine the issue, problem areas of concern to librarians and information brokers, current legislation, legal opinions and some solutions.

Step back in time with me for a moment to 1876 for one of first published papers on library reference work. The requirements were simple, "...the librarian must get the books which contain the desired information, and hand them to the reader open at the proper pages."[1] One hundred and eleven years later our job has acquired a host of complexities, as we strive to increase and improve

"accessability" to our collections. It is ironic that as we progress toward better service for more people we find ourselves confronted with malpractice.

This topic draws very divergent responses. If one were to mention the idea of information malpractice to a businessman he would probably laugh. If mentioned to most general librarians, a pregnant pause would follow. Law librarians will present a discourse. But mention it in the State of Illinois and you will find that malpractice is taken very seriously. So seriously, in fact, that Illinois public librarians are now covered by a new liability limitations law. The following is an excerpt:

> A public employee acting in the scope of his employment is not liable for an injury caused by his negligent misrepresentation or the provision of information either orally, in writing, in a book or other form of Library material.[2]

Is Illinois being overcautious? Do we really need to worry about malpractice in the information profession? Librarianship has always been one of the more genteel professions, and certainly not lucrative enough to attract a lawsuit.

So just what would constitute malpractice for librarians and information specialists? More than may meet the eye. Some issues are ethical in nature, some are not. For some situations, fault may be entirely ours, while for others, it may not. Law librarians are guided by the American

Association of Law Librarians Code of Ethics which states that they "have a duty neither to engage in the unauthorized practice of law nor to solicit an attorney-client relationship." [3] Likewise, medical librarians are prohibited from practicing medicine in the course of their reference work. Statutes mandate this.[4]

Beyond these very explicit laws and codes are more subjective interpretations such as "professional wrongdoing or impropriety, failure to exercise the skill required, or the lack of fidelity in professional duties; conduct that is illegal or immoral."[5] Another lengthier definition enumerates the aspects of malpractice with the following:

> 1) misrepresenting oneself in obtaining information 2) industrial espionage 3) misrepresenting the work one can perform 4) presenting 'half-baked' products 5) breaches of client or source confidentiality 6) doing something illegal 7) purposefully giving false information or 8) incomplete or sloppy research. [6]

Another view cites engagement "in the practice of information without up to the minute information or training."[7] Writer Allan Angoff suggests "librarians may be subject to malpractice suits if the erroneous or incomplete information which they supply leads to damaging consequences."[8] Clearly, some of these definitions leave the door wide open for many potential problems, whether they be in legal, medical, academic or public settings, business libraries or information brokerages.

To date I can find no report of a librarian or library involved in a malpractice suit. There is a liability case, Mathis v. Cleveland Public Library, in which a person sustained bodily injury as he disembarked from the Library's bookmobile. The Court ruled against sovereign immunity for the public library, deciding that "once the decision has been made to engage in a certain activity or function, a public library will be held liable...for the negligence of its employees..."[9] Precedent has been established. We can be sued. The old adage, "You can't fight City Hall," no longer holds true, except in Illinois. In the last twenty years there has been movement toward "greater liability for all governmental entities."[10] Private institutions, of course, can be held liable for various acts of negligence and malpractice.

Information brokers have encountered no suits yet, but as the executive director of NASA Industrial Applications Center says, "Liability has become a distressing reality to information managers..." who seek profits from providing information.[11] In the past five years, a growing number of suits have been directed at the service industry, including real estate agents, data processors, translators, clergy,[12] educators and counselors.[13]

Consider the following. Suppose a man who was involved

against the other driver. The librarian may locate statutes for him where he may learn that in his jurisdiction he has two years to file. Thinking he has 18 months left, he leaves satisfied. Waiting until his injuries have healed, he then proceeds to the lawyer's office only to find he is too late. Having neglected to mention to the librarian that his wife died in the accident, he finds that a different statute covers his situation and that he has missed the filing deadline.[14]

We have already established that librarians must refrain from practicing law. "Practicing law" simply means that a librarian cannot give advice, opinion or interpretation to legal passages. Even if the librarian has a qualified law degree, he or she is "not permitted to give legal advice during work."[15] The fact that no remuneration has been received for the reference work does not negate what is accepted as "practice." Legal advice is defined by Rolin Mills as "answering a question about the law...when the answer requires skill and familiarily with the law." The librarian giving legal assistance must also be careful not to fall victim to misrepresentation, however this often involves "fraudulent intent."[16] Fraud would constitute malpractice in almost any profession, and will be dealt with briefly later.

Law librarians have a difficult charge. In this day and

age the librarian is called on to provide legal reference service to a variety of patrons. In addition to assisting the lawyer there will also be the lay person who seeks legal information to either avoid paying a lawyer, as a preliminary to consulting a lawyer, or as a "pro se" client. (Clients who choose to represent themselves.) Such a lay-patron may well appear at any public or academic library seeking legal assistance. Imagine the entangled problems which could arise, and yet these patrons have a right of access to legal materials.

What is within service bounds for legal reference? It has been suggested that we bring out the Martindale-Hubbell Law Directory and run![17] Kidding aside, the librarian must be a specialist in legal and non-legal bibliography and an invaluable reference assistant."[18] The librarian giving legal assistance can

> find citations and references, suggest sources of information, ...interpret abbreviations, ... prepare bibliographies, explain the use of library materials, and arrange for the borrowing of materials.[19]

Of course, the librarian may help the client formulate a search strategy as would be done for any information request. Patrons may be given the text of the law to read for themselves. But it takes a well-trained librarian to know how to locate all updated and supplementary information to the text.

Medical reference draws many parallels to legal reference. Just as it has been determined that laypeople have a right to legal information, it has also been determined that they have a right to medical information. In fact, it is Norman Charney's opinion that "if you refuse to provide information that has been requested of you, or if you attempt to restrict it, ... someone could suggest that there is a violation of the constitutional right to know.[20] It is partially in response to this "right to know" that programs such as CHIRS (Consumer Health Information Referral Service, Omaha, NE), CHIPS (Consumer Health Information Program and Services, California) and CHIN (Community Health Information Network, Massachusetts) have come into being.

The typical kinds of troublesome questions one may be posed would involve treatments, diagnoses, drug information and physician recommendations.[21] Here again the librarian must steer clear of diagnosing, interpreting, explaining or recommending. A possible medical scenario might go something like this:

> Question: What exactly is Hodgkin's Disease?
> Answer: A type of lymphoma producing swelling in the lymph glands.
> Question: Is chemotherapy necessary to treat it?

At this point it is time for the one recommendation that is always safe, that being to call a physician.

Suppose a patron were to ask for books about fasting. I

had one recently. The closest book we had was Mahatma Ghandi's autobiography. A referral to our local CHIRS program seemed more in order. Those librarians in the public and academic libraries who do not field such questions on a daily basis may fall into traps when attempting to be helpful and take this kind of conversation to its calamitous conclusion. The virtue is in knowing when to stop and refer. We must not try to be a fountain of information to each and every patron.

A reference policy is strongly suggested detailing how a librarian should deal with the different clientel in regard to medical information.[23] Staff also need to be well briefed. How much information will be given over the phone, and to whom. It is acceptable to operate with different policies for doctors, lawyers and lay people.

I remember a very uncomfortable situation from my public library days when a patron called in on a pay-phone from outside a pharmacy requesting drug information from the Physicians Desk Reference. I was very ill-at-ease reading the information about drug reactions with the pressure of knowing that his nickel might run out at any ill-timed moment. It is best to have the patron come to the library if at all possible. Anything read over the phone should be read in full and cited.[24] And that applies to any sensitive reference material.

Most librarians are attuned to the fact that the medical and legal areas of our work present hazards, but what about the other malpractice pitfalls? One of the most bothersome, to my mind, is the "failure to exercise the skill required,"[24] or "incomplete or sloppy research."[25]

Suppose one's failure to check all possible avenues causes harm in some way to a patron. It might be failing to check the latest supplement to a law, or failing to uncover, through a computer search, the latest finding on some scientific research that sends a researcher to spend a year reinventing the wheel.[26] If a librarian accidently misreads a stock quote to a patron, who then sells the stock at a great loss rather than at an anticipated gain, might that librarian be liable? It can be argued such events constitute malpractice.

Survey results demonstrate that our correct answer response rate ranges from 40-85%.[27] As Dennis Dillon put it, "While everyone wishes wrong answers were as rare as rich librarians, it just ain't so."[28] Stevens and Walton summarize the librarian's predicament best when they say:

> We serve an anonymous client whose needs and capabilities we cannot know; we must be prepared to give instant answers to questions covering almost every conceivable subject; we must operate in full view and under harassing requirements for speed.[29]

Many librarians are not subject experts, but we are

supposed to be experts on locating materials. Should we wave a white flag and admit we are not true "experts" in order to protect ourselves? Or should we insist we are "experts" of information retrieval, proceed in the most responsible and professional way possible, and accept the inherent responsibility?

Common reference sources present another area of concern. If the librarian is not at fault, perhaps the materials are. In one study of interloans, published in Solicitor's Journal, law book loans were observed to be of dated law books. The author expressed his dismay with libraries which stock these old tomes of information. "Money for public libraries has been tight in recent years, but it is quite wrong for them to stock information time bombs," he complains.[31] Whether it be old legal, medical or scientific books, the problem is not one of weeding all dated material, as implied here. We have not a problem but rather a challenge. And that is to maintain the old sources for retrospective studies as well as the latest sources for current use, while ensuring that the proper sources will be identifiable and readily accessible for a particular patron's needs.

Suppose a librarian recommends a book on building decks, and the deck that the patron builds collapses, causing harm.[32] Suppose a diet book is recommended to a patron, and

the patron becomes very ill using the diet. Should librarians be responsible for the dependability of these books?

Dun and Bradstreet found itself involved in a lawsuit in 1976 with Greenmoss Builders. The 16 year old reporter, hired by Dun & Bradstreet to cover the U.S. Federal Bankruptcy Court, was close when he or she accidentally reported that Greenmoss Builders had filed for bankruptcy. Actually it was one of Greenmoss' former employees. Needless to say Greenmoss lost a substantial amount of business from this error. Dun & Bradstreet did attempt to notify subscribers of the mistake, but it ultimately lost the libel suit. This case is interesting for librarians for two reasons. One, the case involves a major publisher, and two, "no proof of actual malice [was] needed."[32] Dun & Bradstreet is not the only reference publisher with errors. (I am sure any one of us could compile a lengthy list).

As intermediaries of misinformation and as "experts" of information sources, it behooves us to know our sources well. If in deciding to protect ourselves, we choose not to purchase a book, is it censorship? Censorship has not been mentioned as a possible definition for malpractice, but I, for one, would include it.

Databases are now common sources of information. Errors in databanks pose problems for producers, searchers and

patrons. The information explosion is due in part to computerization. But "electronic distribution is new, and has no precedent in law or convention" in terms of quality of product, or in terms of liability for that product.[34]

Blodwen Tarter, in an article for Online, outlined a few points at which good information can go bad. From the indexer or abstractor, to the typist, through the various stages of data transmission, to data download by a searcher, there are so many "hands in the pie," that liability for bad information would be extremely difficult to assess. Clients who pay top dollar to information brokers or to special librarians or even to not-for-profit searchers at academic or public libraries, are going to expect absolutely correct information. The author suggests that we are treading on a "liability landmine."[35]

Another writer notes that online searching thrusts more responsibility onto the librarian. Aside from analyzing requests, choosing databases, and translating requests into machine readable form, results must also be evaluated.[36] The patron has less control over his information gathering than ever before. The author goes so far as to urge the use of disclaimers for possible erroneous information and refusing telephone delivery of statistics. "Dirty data," as he calls it results in poor reference. This sloppy research flirts with malpractice[37] and librarians are partner to it.

Recently while verifying three terms in the Computer Database I noticed multiple typing errors in the way those terms had been entered. These errors would substantially reduce my ability to locate articles with those key words. As long as librarians have an involvement with the dissemination of misinformation (no matter whose fault) we need to protect ourselves. We need to demand the highest quality possible from producers of print and database sources.[37] Our reputations are at stake much as any producer's.

Two other problem areas are of particular note. Both involve ethical issues. The first regards misrepresenting oneself to obtain information. This is perhaps more problematic for special librarians who work in high pressure environments. They may be asked to lie about who they are or who they represent when calling for information about a competitor. Most information brokers reported that they always identify themselves when phoning for information. One brokerage, however, admitted that it "misstates its identity when obtaining non-proprietary data."[38] Occasionally, such situations may arise in public or academic libraries. Be prepared and have a policy in writing for backup support.

Lastly is an issue which borders more on ethics than on malpractice. Remember, if you will, the Robert Hauptman survey of thirteen libraries in which librarians

were posed a question concerning the making of explosive devices. Librarians were led to believe there was criminal intent.[40] In all cases the librarian helped the patron locate the material. And what about the patron who might ask for information about ways to commit suicide?[41] Is our duty always not to question why, but to aid and assist unquestioningly? It is maintained by some that there may be a duty to society, in addition to a duty to the client.[42]

I think the potential for a problem has been demonstrated. The actual likelihood of a malpractice suit remains unresolved. One lawyer interviewed determined it is very plausible that a librarian could be held accountable for information causing harm or damage. When questioned as to whether librarians would be considered "experts," he agreed that we would be, afterall we are "degreed individuals," trained in a specific area. Moreover, if a patron were to "rely" on what we provided, we may be held accountable.[43]

On the other hand, another legal adviser disagreed that malpractice could be a problem. In his opinion information given freely is assumed to be given in "good faith" with no looming liability.[44] Probably most of us have been proceeding under this notion for years.

One might wonder whether "proximate causation" would be an issue. Should we liken the librarian to the tavern owner

who contributes to the patron's drunken condition, thus causing him to injure himself or someone else? Proximate causation is recognized in some states, but not in others. (It is not recognized in Nebraska at the present time.)

One rule which may protect us is the "error in judgement rule," especially common in medical malpractice. Fault cannot be established "merely on the basis that he or she has committed an error in judgement on choosing among different...approaches."[45] As long as our approach to a reference problem demonstrates that it is an acceptable approach that might be used by any other professional librarian, we would theoretically be safe from liability.

The profession has reached a dilemma. In the 1980s, thanks to lawyers and a public "get even" mentality, responsibility is assessed for everything. We must be willing, if we are to claim professionalism, to accept a certain amount of responsibility. In areas outside our control, we must know how to protect ourselves and still be able to offer a high degree of quality service. Let's not wait for one of our libraries, or our directors or our colleagues to be sued. Let's get smart now to ensure it never happens.

Endnotes

[1] Denis Grogan, Practical Reference Work (London: Clive Bingley, 1979), 9.

[2] Illinois. 84th General Assembly. Regular Session, Pamphlet no. 9. (St. Paul: West's Publishing Co.), 271.

[3] American Association of Law Libraries, "Code of Ethics," 1.

[4] Anne P. Mintz, "Information Practice and Malpractice," Library Journal 110 (15 Sept. 1985): 38.

[5] The Guide to American Law, s.v. "Malpractice."

[6] Mintz, "Information Practice and Malpractice," 38.

[7] Ibid., 40.

[8] Rolland E. Stevens and Joan M. Walton, Reference Work in the Public Library (Littleton, Co.: Libraries Unlimited, 1983), 18.

[9] Summary of Mathis v. Cleveland Public Library (9 Ohio St. 3d. 199, 459 N.E.2d 877 (1983-1984)) in 11 Ohio Northern Univ. L. Rev. 573 (1984).

[10] Carol B. Allred, "Negligence Law for Librarians," Law Library Journal 77 (1984-1985): 196.

[11] Mintz, "Information Practice and Malpractice," 41.

[12] Ibid., 41.

[13] Richard E. Shugrue, telephone conversation with writer, 22 May 1987.

[14] Mills, Robin K. "Reference Service vs. Legal Advice: Is It Possible To Draw the Line?" Law Library Journal 72 (Spring 1979): 179.

[15] Ibid., 187.

[16] Ibid., 188.

[17] As cited in Leone, Gerome, "Malpractice Liability of a Law Librarian," 73 Law Library Journal (Winter 1980): 48.

[18] Ibid., 45.

[19] Ibid., 53-54.

[20] Sandra M. Wood and Beverly L. Renford, "Ethical Aspects of Medical Reference" in Ethics and Reference Service ed. Bill Katz and Ruth A. Fraley (New York: The Haworth Press, 1982), 78.

[21] Ibid., 78.

[22] Ibid., 78.

[23] Stevens and Walton, Reference Work in the Public Library, 64.

[24] The Guide to American Law, s.v. "Malpractice."

[25] Mintz, "Information Practice and Malpractice," 40.

[26] Wood and Renford, Ethics and Reference Service, 82.

[27] Nancy A. Van House and Thomas Childers, "Unobtrusive Evaluation of a Reference Referral Network: The California Experience," Library & Information Science Research 6 (July-September 1984): 309.

[28] Dennis Dillon, "Some Straight Talk (and a few lies) at the Reference Desk," Wilson Library Bulletin 61 (Feb. 1987): 24.

[29] Stevens and Walton, Reference Work in the Public Library, 18.

[30] "Public Misinformation," Solicitor's Journal 128 (27 Jan. 1984): 53.

[31] As cited in Leone, "Malpractice Liability of a Law Librarian," 44.

[32] Blodwen Tarter, "Information Liability: New Interpretations for Electronic Publishing," Online 10 (Sept. 1986): 66.

[33] Tarter, "Information Practice and Malpractice," 38.

[34] Ibid., 62-63.

[35] Mintz, "Information Practice and Malpractice," 38.

[36] Ibid., 40.

[37] Ibid., 43.

[38] Ibid., 39.

[39] Stevens and Walton, Reference Work in the Public Library, 18.

[40] Grogan, Practical Reference Work, 111.

[41] Stevens and Walton, Reference Work in the Public Library, 19.

[42] Richard E. Shugrue, telephone conversation with writer, 22 May 1987.

[43] Steve Scholer, telephone conversation with writer, 22 May 1987.

[44] The Guide to American Law, s.v. "Malpractice."

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TAKE TWO MEDLINES AND CALL US IN THE MORNING

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ABSTRACT

Two barriers which consistently plague libraries in Nebraska are distance and finances. This may be especially true in biomedicine and mental health since the largest libraries for these specialties are clustered in the eastern portion of the state. It is not practical to assume that this information can be easily found in smaller communities or libraries dedicated to other fields of study.

The McGoogan Library of Medicine and its University Psychiatric Services branch try to assist through on-site or telephone consultation services, document delivery and online search services. Attempts are underway to establish multi-type library consortia to promote resource-sharing.

Accessibility to information in the biomedical and mental health fields has, in the past, been limited to those who had direct access to a health related collection. Today, a better informed and motivated patron is appearing in libraries, with information needs that encompass subjects that either were not widely addressed in the past, were taboo, or were not indentified, such as the new health threats, both physical and mental, posed by AIDS or drug dependence, for example. These patrons can be students, faculty, health professionals in the community, or any other citizen with a need for information on medical or mental health subjects. This paper will describe current information needs as identified in biomedical, mental health, and education areas, and efforts being made to satisfy them.

Health related information is important to all of us. We all have concerns regarding our own reactions to events in terms of mental health and to our physical health. The college campus is a microcosm of these concerns, and can include more intensified reactions and health issues because of

the developmental stages of the students. As librarians, we all have an interest, as well, in these topics because of our information roles in educational settings.

Recent journal articles deal with many facets of mental and physical health information. Some examples noted recently related to the college campus are "Mathememtics anxiety: some basic issues", published in the Journal of Counseling Psychology, three articles in the Journal of College Student Personnel, were "Dealing with the angry student: a workshop for university personnel", "Fad bulemia: a serious and separate counseling issue", and "The burned out college student: a descriptive profile." The Journal of American College Health yielded the following titles: "Homosexuality in the college years: developmental differences between men and women" and "The College Student Psychiatric Emergency." The article "Loneliness among adolescent college students at a midwestern university" appeared in Adolescence, "Education and mental health factors associated with the return of mid-life women to school" appeared in Educational Gerontology,

"Helping students deal with stress" was published in Business Educational Forum, "Violence in college couples" appeared in College Student Journal. An issue of the Times Higher Education Supplement carried the article "U.S. concern over the rise in campus suicide attempts." Other topics noted this search included homesickness, anorexia, date rape, predomestic strife, and "financial-aid blues."

While these topics describe pathological situations, and may not represent widespread occurrence, they nevertheless are prevalent enough to warrant study. Counseling services on campuses are equipped to deal with these situations, but the library is a source of information for those who wish to learn more about these and other related topics. In addition, many students are interested in the subjects of physical and mental health, and choose them for term papers.

Journals addressing these topics in the greatest depth appear to be the counseling journals. The Journal of American College Health, Journal of College Student Personnel, College Student Journal, and Journal of Counseling

Psychology are especially useful for information on college student physical and mental health concerns. The Times Higher Education Supplement also is a rich source of information regarding problems in the campus setting.

For information on these topics, the McGoogan Library of Medicine also provides consumer health information through the CHIRS program. CHIRS stands for Consumer Health Information Resource Service, and is funded by a grant from the Nebraska Library Commission to support the cost of this service to the citizens of Nebraska. It can be accessed through library referrals to the McGoogan Library of Medicine at the University of Nebraska Medical Center in Omaha. The information resources of the referring library must be utilized first before the request is sent on, in order to draw out the available information there. In many cases, this allows patrons to find that their own library does have pertinent information. This requirement of exhausting local resources is intended to support the role of the local libraries across the state in this context.

Information requests must be related to personal family health information needs, and not requested as sources for term papers or other educational requirements. The information provided to answer the requests is taken from a collection of materials relating to health needs, written at the consumer level. This material is frequently supplemented with information from clinical medical information sources, as well, if the subject warrants. The CHIRS program also supports online searching of biomedical and psychological databases to supplement the information found in the CHIRS collection.

The success of the program indicates that many people are interested in receiving substantive material and want accurate information on health topics that are important to them. The requests occasionally indicate, as well, that physicians have referred the patient or family to the library to gain additional information on their condition, an acknowledgement of the role of the library in information delivery to a more informed patient or family.

Mental health is now being addressed in the popular press and the media, educating the public concerning the issues involved in the care of persons with mental disorders. Mental retardation, for example, has been the subject of a number of television programs, informing the audience about this condition, and reducing the stigma surrounding it through demonstration of the abilities of many of these persons, given humane and supportive environments. Schizophrenia, depression, and alcoholism are also treated more openly in the press and society, reducing barriers to gaining information on these topics. The openness with which these mental health subjects are beginning to be addressed in society goes far in lowering barriers caused by ignorance or stigma, and encouraging those affected by any of these conditions to seek information regarding them, in order to cope more effectively.

The University Psychiatric Services branch of the McGoogan Library of Medicine has a fairly comprehensive collection representing Psychiatry and Psychology, which is open to the public. A

number of high school students in the metropolitan area use this collection for term papers, and their requests appear to center on the subjects of depression and suicide, indicating an interest or concern by this age group. Access to this information is important in the education of these patrons.

Authoritative information is a must in health related areas. Recommendations for quality health library materials are available through established publishers and through recommendations from health agencies. The American Cancer Society, and the American Diabetes Foundation, for example, publish lists of recommended informational tools. Other health organizations promote education of the public regarding health practices.

End-user online searching is a growing segment of the information gathering process. While the most prevalent current use of health related end-user online searching is by health professionals, the CD-ROM is fast becoming a reality in a more price-competitive field of information delivery available in many subject areas and provided by

libraries for their patrons. This technology is an effective tool for many persons to use in the gathering of bibliographic citations for full-text pertinent information on health and psychological issues. Another advantage of this form of information gathering is that of privacy. The patron is able to search a database for topics that might be embarrassing or revealing to request from an information specialist. Librarians will have a role in educating these patrons in the use of the new technologies.

The McGoogan Library of Medicine is in the process of implementing an integrated library system, which will have, among other things, the capacity for end-user online searching of a segment of the MEDLINE database filtered to the McGoogan serials holdings. This service will provide for confidential use of a database by qualified patrons. Instruction in the use of the system is part of the role of the McGoogan Library of Medicine faculty and staff.

Health professionals and residents of smaller communities often have different kinds of

spite of the distance barrier. It is always best to begin a search for information at the local hospital or public library. In the event they cannot provide enough material, they will contact the UNMC libraries for additional help. If no local library is available, the request may be sent, by mail or by telephone, directly to the Medical Center. A variety of services can be performed here, such as compiling bibliographies, citation verification, simple manual searches on a topic or online searches (for a fixed fee) for more complicated needs. The interlibrary loans department can provide document delivery of materials in the Medical Center collections or order items online through DOCLINE, a national interlibrary loans system, which are not available at the UNMC libraries.

Many people are now performing their own online searches using a variety of systems. The librarians at UNMC have been trained in the major online systems such as NLM, BRS, and Dialog and can offer help in searching when questions arise. In addition, help or training can be offered on many of the user-friendly systems such as Grateful Med,

information needs. At the McGoogan Library and the University Psychiatric Services branch, many of our online search requests and consumer health inquiries reflect these concerns. Birth defects as a result of herbicide use can occur more in these areas than in the general population. Before leaving the medical center, residents are trained to recognize and treat problems of chemical dependency which they may encounter in rural areas. The economics of small hospitals brings up topics such as swing beds as an alternative to acute care for Medicare patients. Articles discussing the ways in which other hospitals have handled this dilemma can be helpful. Issues such as whether or not family practitioners should perform surgery rather than refer cases to specialists can be a timely topic. Of course, continuing education for all health professionals is necessary but not always available in rural communities. Access to materials at the medical center, either print or audiovisual, can overcome that barrier.

The McGoogan Library and the UPS Library attempt to do our best to provide service in

BRS/Colleague, Sci-Mate, Paperchase and ProSearch. Classes in end-user systems are given periodically at the Medical Center but individual training may be arranged at the requestor's location as the need arises. UNMC also has the distinction of being the location of the Midcontinental Regional Medical Libary Program, serving a six-state region as information consultants. One of their functions is to offer training on the NLM systems. Next fall, they will begin offering advanced training on that system as one of only three locations in the country where that training course can be taken.

The future may offer more help in breaking down the distance barrier in obtaining information. Work is in progress to promote cooperation among libraries in certain regions of the state which could result in the formation of mult-type library consortia. The integrated library system which will soon be available at the UNMC libraries will eventually be accessible by dialing-in. A microcomputer and a modem will put the card catalog and the serials holding list at the user's fingertips.

Two of the most obvious barriers for health professionals and health consumers are distance and limited library collections. We must be careful

not to put up another barrier--that of attitude. Many of the topics in health and mental health are very personal and not always pleasant. We must recognize that seeking information takes courage on the part of the requestor and treat the request in a matter-of-fact and professional manner.

Another attitide barrier which we at UNMC must watch is that of superiority. Simply because we are a large library and located in Omaha does not mean that we have all the answers. Libraries in the rest of the state are not breathlessly awaiting our advice. They know their clientele and area resources far better than we do and our role is simply to offer help with additional materials if asked. However, we try to make our services easily available and with our answering machine in the reference department, we can always be reached. We will always try our best to fill your information prescription.

TO SEARCH OR NOT TO SEARCH: A DESCRIPTIVE STUDY OF DECISION FACTORS

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ABSTRACT

In the past decade reference librarians routinely have provided librarian-intermediated computer searches along with traditional reference service. Because computer and manual searches offer their respective advantages and limitations, a computer search may not be appropriate or necessary in all cases, even though the patron has requested such a service. This study explores the criteria reference librarians use when trying to find the best solution to the patron's information needs. A national sampling of academic reference librarians who perform online searches yielded 53 responses to a list of 18 criteria reflecting topic, availability, purpose, staff expertise, and patron knowledge. Time/cost factors were excluded. The 18 criteria came from a pilot study of librarian responses to an open-ended question. Criteria included statements such as "the topic is a new concept or catch phrase,"

marked by 96% of the librarians and "the printed indexes should be used until the patron has narrowed and defined his topic." (52% agreed.) Major factors in deciding to conduct a search are described. Finally, it is suggested that librarians may not be urging patrons to better formulate research topics using printed sources before a search is performed.

You are doing your shift at the reference desk. A patron comes up to you asking for a computer search on "group homes," a topic of interest for those majoring in social work. You know that the term is a major descriptor in the Thesaurus of Psychological Index Terms, and citations easily can be found in Psychological Abstracts sitting on the shelf nearby. On another occasion, a student approaches you with a request for a computer search on "the development of social comparison process on children's body image." She needs whatever research exists. This is an appropriate topic for a computer search since it's composed of several topics--social comparison, body image, and children--along with a comprehensive time frame.

Most of us are familiar with the advantages of online searching. Searches provide more up-to-date information than printed sources and are especially

helpful for current topics such as "AIDS" or "Irangate." Specific topics such as names of tests or laws may not be found in printed indexes/abstracts but can be accessed online. Boolean operators allow the combining of two or more concepts such as "cooperative breeding among birds or rodents." The computer offers a greater number of access points such as words from the title, the abstract and minor descriptors. It also allows the searcher to delimit the output by language, date, or document type, such as "English-language research on children of alcoholics, published from 1981 to date." Databases present cumulated information which can be retrieved instantaneously without the labor of a manual search. They can provide alternatives to print indexes not purchased by the library, and some databases have no print counterpart such as ABI/INFORM or Ageline. One of the major advantages of automated searching is its interactive nature. The searcher receives results immediately which can be modified almost as quickly. The search can be broadened or narrowed without having to repeat the whole search process as would be the case using print materials.[1]

The limitations of online searching may be less familiar to many of us. Champlin and Stoan discussed the online search vis a vis the research experience for

the student. Librarians may fall into the trap of redefining or narrowing a patron's topic to represent it by terms in a thesaurus. The choice of the database used to conduct the search also may restrict the information the patron receives. Instead, librarians should suggest to students that they need to define their ideas or hypotheses more effectively.[2] One way this goal can be reached is by the student browsing the printed abstracts/indexes allowing the individual to scan his/her topic in the context of related topics. Such activity enables the patron to discover other dimensions of his/her topic or discover new topics.[3] Very limited browsing is possible online. In addition, as Stoan has pointed out, computer searches may well serve scientific and technical disciplines, but in the humanities and social sciences where terminology is less precise and finding literature from related disciplines is important, patrons may be better served by browsing printed indexes and consulting bibliographies from books and articles.[4] According to Stoan, "an online index can never provide the educational experience and broad introduction to the discipline that the print tool furnishes." The knowledge gained from the computer search is restricted to the terms inputted. If a term

is left out of the search strategy, the patron will not receive certain citations. Browsing various printed sources allows the student to discover important names, dates, and developments in his and related areas of interest.[5]

Searches also are subject to the expertise of the searcher and the familiarity of the patron with searching online. For example, search strategies for the same topic can vary.[6] Patrons often think one database will provide them with all the relevant information, or that the library owns every item in the printout. Other limitations of online searching are: the computer can't discriminate between a relevant article and one that isn't, which a human being can; most databases lack retrospective coverage before 1965 or 1970; and monographs are covered poorly. In addition, the arts and humanities are not as well represented as business, science/technology and the social sciences.[7] Further, single concept topics such as "drug abuse" are more appropriately researched in the printed tools.

This discussion has illustrated the various advantages and drawbacks of the two research mediums, print and electronic. Today, we can offer the patron either alternative, and depending on the patron's area

of investigation, one of the alternatives may be all that is necessary to meet his information needs, or a combination of the two services, with one supplementing the other, will offer the best solution. Thus as Thesing so aptly has said:

> It is important that we, as librarians and online searchers, add our database access to the array of information sources already available; it is equally important to avoid a segmentation which splits the world of the computer from the print world. When a search librarian meets with a prospective search user, the librarian has the responsibility of solving the user's information problem in the most desirable way. Just as a surgeon should not hesitate to recommend alternate treatments which might be more beneficial to a prospective patient, so must an online searcher evaluate other options available to the user before carrying out an online search. An online search is not the best answer for everyone.8

RESEARCH PROBLEM

Since "an online search is not the best answer for everyone," I wanted to know how librarians who perform computer searches decided when an online search was appropriate and when printed indexes/abstracts were advised to the patron.

RESEARCH METHOD

The actual study was preceded by a pilot project which sampled 32 academic librarians from different

parts of the country who do reference work and who also run searches. They responded to the open-ended question "what are the criteria librarians use to advise patrons whether to use printed indexes/abstracts, etc. or to use online sources?" The criteria generated by the respondents produced a checklist that was sent to 150 reference librarians at 50 academic libraries, 25 of which had over one million volumes and 25 under one million. The libraries were located in all regions of the United States including Alaska and Hawaii. The responses received from 53 respondents supplied the data for this study. The librarians were asked to check off which of 18 criteria they used to make a decision between the use of printed tools and automated databases when advising patrons. These criteria reflected topic, availability, purpose, staff expertise and patron knowledge. Time and cost factors were eliminated in order to focus only on the learning experience of the patron. The respondents also were asked to supply other criteria, not specified in the checklist.

FINDINGS

The percentage of responses for each criterion was figured according to size and regional location of the

libraries. No significant difference was found for either of those factors. Therefore, the percent of responses from the whole sample was computed for each criterion. The criteria used when recommending a computer search were ranked by percent. The same kind of ranking was performed on the criteria used when recommending printed indexes/abstracts. See tables I and II.

Under "Criteria Used When Recommending a Computer Search," 96% of the respondents used "the topic is a new concept or catch phrase" as a deciding factor. 81% checked "a graduate student/faculty member needs an update on the literature in his area of interest," and only 62% indicated "the topic is narrow" as a criterion for performing a search. Turning to "Criteria Used When Recommending Printed Indexes/Abstracts," 96% felt "the topic is easily found in the printed index such as a single topic like 'child abuse' or a topic that can be retrieved with subject headings" was a reason not to perform a computer search. That "the topic is covered by a printed index/abstract" was used by 79%. Only 52% felt that "the printed indexes should be used until the patron has narrowed and clearly defined his topic."

The criteria <u>supplied</u> by the respondents, or their comments, reflected other aspects of the decision

Table I

Criteria Used When Recommending a Computer Search

Rank by Percent

The topic is a new concept or catch phrase.	96%
The topic is composed of two or more topics (e.g., treatment of women in nineteenth century French literature, works published before 1980).	92%
Appropriate databases are available in terms of subject area, time span, document type, etc.	92%
The patron needs comprehensive coverage of his topic.	86%
Keyword searching may retrieve more material.	83%
A graduate student/faculty member needs an update on the literature in his area of interest.	81%
A patron needs current information.	71%
The librarian knows what databases are available.	66%
The topic is narrow.	62%

Table II

Criteria Used When Recommending Printed Indexes/Abstracts

Rank by Percent

The topic is easily found in the printed index such as a single topic like 'child abuse' or a topic that can be retrieved with subject headings.	96%
In some cases the printed bibliographic sources are superior to online sources (music, non-English literature).	86%
The topic is covered by a printed index or abstract.	79%
The topic is broad.	57%
Many graduate students/faculty are not aware that printed indexes in their field exist, and sometimes when a search is not successful, printed indexes/abstracts may be more fruitful.	53%
The printed indexes should be used until the patron has narrowed and clearly defined his topic.	52%
The librarian refers the patron to printed indexes when the patron is not familiar with the use of indexes/abstracts.	49%
The librarian is well informed on the existence of published works.	49%
Using the printed index, one quickly can determine what sources are available in the library and continue searching until enough material is located; with the online search one could get good citations not available in the library.	23%

process. These were not manipulated statistically because each remark was made by only a few librarians at most. Some of these comments were:

> Databases cumulate printed volumes.
>
> A computer search offers more flexibility such as limiting to certain years or to a certain language.
>
> Some sources are only available online or only available in print.
>
> If a patron needs a few items for a short paper, the printed sources are recommended. If a person needs a comprehensive literature review, a computer search is recommended.
>
> For graduate students and faculty, a mix of paper searching and computer searching produces the best results.
>
> Referring to the statement "the printed indexes should be used until the patron has narrowed and clearly defined his topic" - This usually results in a cleaner online search.

See appendix for a list of all the comments.

DISCUSSION

The checklist results and the comments show the respondents were aware of the advantages and limitations of computer searching, and these characteristics influenced the decision whether or not to perform a search. For example, over 90% thought that if the topic was new or made up of two or more ideas, a computer search would be indicated. Likewise over 85% felt that

if the topic were one-dimensional or adequate subject headings existed in print, the printed sources would be recommended to the patron. A surprising result of this study was that only 52% of the respondents felt that patrons should use the printed materials to refine the research topic before requesting a computer search. Perhaps, as Champlin and Stoan have stated,[9] librarians are making more use of the computer to solve research problems than is necessary for the educational benefit of the patron. It may very well be that many librarians are reformulating patrons' topics and fitting them into thesaurus terms instead of suggesting the patron do some browsing and searching of the printed literature. The result may be that a computer search is not even necessary or may only be needed as a supplement. Even if an online search does provide the bulk of the patron's citations, the purpose of the search will be clearer to both patron and searcher when the topic is formulated well.

Another interesting finding was if a patron does not know how to use the printed abstracts/indexes, only 49% of the respondents would refer the user to them. How can a patron understand the process and output of a computer search if he is unfamiliar with the structure of the tools themselves and doesn't know how to access

information from them? Imagine performing an ERIC search for someone who hasn't an inkling of what a descriptor is or what an ED number is!

Perhaps we need to do more to educate patrons about the importance of knowing how to access information, and thus they will be better equipped to formulate researchable topics. In turn, online searching would be chosen when it is necessary to make use of its special features such as combining terms with boolean operators, multiple access points, cumulative searching instantaneously, coverage of new topics, etc.

NOTES

1. Arlene N. Somerville, "The Place of the Reference Interview in Computer Searching: The Academic Setting," Online 1, no. 4 (October 1977):15; Jane I. Thesing, "Online Searching in Perspective: Advantages and Limitations," in Online Searching Technique and Management, ed. James J. Maloney (Chicago: American Library Association, 1983),16-18.

2. Peggy Champlin, "The Online Search: Some Perils and Pitfalls," RQ 25, no. 2 (Winter 1985):214-15.

3. Ibid., 215.

4. Steven K. Stoan, "Computer Searching: A Primer for the Uninformed Scholar," Academe 68 (November-December 1982):14.

5. Ibid., 15.

6. Ibid., 13.

7. Thesing, "Online Searching in Perspective," 18-20.

8. Ibid., 20.

9. Champlin, "Online Search," 213-215; Stoan "Computer Searching," 14-15.

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APPENDIX

Comments

All aspects of the topic are important.

The topic is easily searched online whereas a manual search is tedious.

The topic is not covered in printed sources.

A computer search offers more flexibility such as limiting to certain years or to a certain language.

Database searching is advised to cover missing printed indexes or to cover gaps until printed indexes come in.

Databases cumulate printed volumes.

It is easier to do citation searching online.

Referrring to the statement "using the printed index one quickly can determine what sources are available in the library and continue searching until enough material is located; with the online search one could get good citations not available in the library" - A consideration only when the patron must have a limited number of references immmediately.

Some sources are only available online or only available in print.

If a patron needs a few items for a short paper, the printed sources are recommended. If a person needs a comprehensive literature review, a computer search is recommended.

Often, who (undergraduate, graduate, faculty) is making the request will play a role in the decision process.

Referring to statements "the librarian is well informed on the existence of published works," and "the librarian knows what databases are available" - This is used sub-consciously when making the print vs. online decision. How could it be used consciously?

Is the patron aware of available paper indexes in the subject field that he/she wants searched?

For graduate students and faculty, a mix of paper searching and computer searching produces the best results.

Referring to the statement "the printed indexes should be used until the patron has narrowed and clearly defined his topic" - This usually results in a cleaner online search.

PRIVATE ONLINE SEARCHING: SERVING COMMUNITY NEEDS

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ABSTRACT

Online searching for off-campus clients must be timely, accurate, and comprehensive. Cost is a less prominent consideration for off-campus searches than for searches done for on-campus users. Pre-search interviews are used to guide the requester as well as to gather information. Search strategies should clearly reflect the searcher's intent to follow the requester's instructions. Search logs should extract pertinent information from each vendor's accounting data. Electronic mail delivery of prints should be used when time permits its use.

==========

Searching for off-campus users on my own account began in mid-March, 1986. Drug searches, using the medical and chemical databases on Dialog, were performed for a local pharmaceutical firm. Later searches were done for a research and development

firm, using INSPEC and COMPENDEX. In September, I obtained an account number for Pergamon Infoline, to use the Current Biotechnology Abstracts and a chemical catalog (Fine Chemicals Directory, now Chemquest). In the same month, I also subscribed to STN International, to gain access to the abstract text and structure files of the Chemical Abstracts databases (collectively, CAS ONLINE).

OFF-CAMPUS SEARCHING

Client Characteristics

Clients vary from end-users (research and development staff members, heads of small corporations, and lawyers) to intermediaries (secretaries and research assistants). Clients' knowledge of search procedures and techniques is normally rudimentary, although some display considerable sophistication after one or two sessions. Clients rely on the searcher to make decisions during the online session, since they are not present when the search is executed. Probably the most striking difference between off-campus and on-campus requesters is attitude toward the cost of searches and number of prints retrieved. As indicated in Table 1, cost per search and number of prints delivered are significantly higher for off-campus

searches. Off-campus requesters also expect same-day or following-day delivery of prints. Couriers are used to assure prompt delivery of prints in most cases. Mail seems to be the preferred method of delivery for law firms. Clients' need for accuracy and precision in search results varies with use of the information. Law firms usually need precise information from well-defined reference databases, whereas research and development staffs need every item of information that would conceivably lead to a new (and profitable) product. These requirements (timeliness, accuracy, comprehensiveness) are paramount concerns for most off-campus clients.

Search Procedures

Search requests are most often delivered by phone. Pre-search interviews consist of discussion of search terms and combinations, publication-year and language limitations, and choice of database(s). The pre-search interview is also used to inform the requester of new or specialized databases which might be of use. An alternate form of user education is to use the new database after the main search is completed. Sample citations can then be included with the requested search.

If the search strategy is complex, or if alternate

strategies are requested, the client usually submits a written strategy for each search. Codes and appropriate limits are then used to refine the search before it is executed.

Searches are logged and billed, using the forms shown in Appendix I (Log Forms) and Appendix 2 (Search Bill). Search logs are completed before the vendor's monthly invoice is received. Carbon copies of search histories are used to prepare the entries. Invoices are checked against the log entries to assure accuracy and to verify charges.

Billing arrangements are made to meet the clients' needs. About half of the clients require individual bills for each search. Monthly billing is used for the other clients. Dates of the searches, requesters' names, search charges, delivery charges (if any), and service charges are listed. Instructions for making payment are included on each bill. These data generally assure smooth, trouble-free transactions. Occasionally, second notices are necessary. These slow-pay situations generally arise with individuals or small firms lacking efficient bookkeeping services. Further notice has not been necessary.

Vendors

As noted in the Introduction, three vendors are

used. Dialog and STN International are used most often, since they provide large, general-purpose databases in chemistry, technology, and medicine. Pergamon Infoline (recently renamed Pergamon Orbit Infoline) provides smaller, specialty databases to satisfy more specific information needs. Other vendors may be added as necessary.

Electronic Delivery of Search Results

As mentioned earlier, some off-campus searches may produce very large yields (400-600 citations). To satisfy the timeliness requirement while keeping costs under control, electronic delivery of prints may be used. Dialog's electronic mail service, DIALMAIL, has been used twice to deliver prints. In each case, the end of the print run was not produced. In the second trial, only 423 of 434 prints were typed. The larger capacity of DIALMAIL (Chronolog, May, 1987: 87:113) may correct this problem. Since DIALMAIL rates are significantly less than connect time for the databases, this charge can be significantly reduced by the electronic mail option.

Service Charges

Charges for service were set to defray supply and maintenance costs and to provide support for training on new databases and vendors. I decided

to charge a flat rate per search to simplify billing procedures. The search costs are monitored monthly to determine adequacy of service charges.

Conflict of Interest

Conflict of interest should be dealt with as part of planning for a private search service. The University of Nebraska has guidelines for off-campus professional activity, based on Regents Bylaw 3.4.5. It is necessary to file a consulting form with the University, indicating that no University equipment, facilities, or supplies will be used for non-University professional activities. Other employers also have conflict-of-interest guidelines and procedures, which should be understood and followed carefully.

CONCLUSION

I began private online searching for off-campus users because I had observed that their expectations differed from those of on-campus clients. I wanted to explore ways of meeting off-campus needs with a general database vendor (Dialog) and several specialized database vendors (Pergamon Orbit Infoline and STN International). One of the results of this venture has been the establishment of an in-house search service by one of my earliest clients. Demand for searches

had grown so much that such a service could be justified within the company. Other companies request fewer searches, and they will probably continue to rely upon an external service. New databases continue to appear, making continuing user education a necessity. In-house delivery of prints will probably become a reality when electronic mail delivery becomes more common and reliable.

ACKNOWLEDGEMENTS

Virginia Dunn (Chemistry Library, UN-L) and Barbara Voeltz compiled the statistics used in Table 1. Thanks are also due to Barbara Voeltz and Michele Voeltz for proofreading the text. Alan Gould (Engineering Library, UN-L) supplied the phrase "private online searching" when I was casting about for a succinct, descriptive title for this paper. To all of my other colleagues who listened to my ideas with patience and forbearance, I extend my sincere appreciation.

Table 1

Searches for On-Campus
and Off-Campus Customers
May, 1986-April, 1987

Type	No.	Cost	Prints	$/srch.	P/srch
On Campus	158	$3167.52	5625	$20.05	36
Off Campus	24	$2837.06	3162	$118.21	132

PERGAMON INFOLINE

COMPUTER SEARCH LOG

1987

FEBRUARY

Date	Base	Use	Hrs.	Display	Prints	Total (US)
2/6/87	ENTRY	B	.0056			0.17
	CHEMQUEST	B	.0958			9.10
	ENGRY	B	.0061			0.15
	CHEMQUEST	B	.0153			1.45
2/7/87	ENTRY	B	.0044			0.11
	CHEMQUEST	B	.0333	1		3.16
	ENTRY	B	.0047			0.12
	CHEMQUEST	B	.0425	3		4.04
. . . . .						
Search Cost						20.98
Telecommunication Cost						4.08
PERSONAL						1.23
BUSINESS						23.83
MONTHLY						25.06
CUMULATIVE						25.06

DIALOG

COMPUTER SEARCH LOG

1987

APRIL

Date	Base	Use	Hrs.	Cost	Types	Cost	Prints	Cost	Total
04/15/1987	1	P	.003	0.12					0.12
	305	P	.020	1.62	9	2.34			3.96
04/23/1987	1	B	.003	0.12					0.12
	312	B	.276	32.01	28	8.40			40.41
	311	B	.269	31.19			434	199.64	230.83
04/24/1987	DIALML	B		20.45					20.45
PERSONAL TOTAL									4.08
BUSINESS TOTAL									291.81
MONTHLY TOTAL									295.89
CUMULATIVE TOTAL									618.13

Appendix 1

Log Forms, p.3

STN INTERNATIONAL

COMPUTER SEARCH LOG

1987

APRIL

04/09/1987	HOME	P	0.35	
	CSCHEM	P	0.90	1.25
04/15/1987	CA	P	5.11	5.11
04/27/1987	HOME	B	0.35	
	BIOSIS	B	4.53	4.88
04/27/1987	HOME	B	0.35	
	BIOSIS	B	4.53	4.88

PERSONAL TOTAL	15.52
BUSINESS TOTAL	128.56
MONTHLY TOTAL	144.08
CUMULATIVE TOTAL	730.35

Appendix 2

Search Bill

COMPUTER SEARCH BILL

ABC Corporation
325 Cherry Tree Lane
Tippo,, NE 68003

BILL FOR COMPUTER SEARCH

John F. Gwinn	05/31/1987	Search cost	$118.42
		Service charge	20.00
		TOTAL	$138.42

Make check payable to: Richard E. Voeltz

Mail check to: Richard E. Voeltz
4435 Y Street
Lincoln, NE 68503

THE NEBRASKA EDUCATION INFORMATION CENTER NETWORK

Mary Jo Ryan

Education Information Center Network
Nebraska Library Commission
Lincoln, Nebraska

ABSTRACT

The Nebraska Library Commission and the Nebraska Coordinating Commission on Post-secondary Education are developing the Nebraska Education Information Center Network through a grant from the Kellogg Foundation. The Network will serve Nebraska adults in transition due to the changing agricultural economy. By providing accurate, accessible information, libraries can make the difference as these individuals make decisions about education opportunities, career changes, small business development and life-style changes. The Network's Mission is to create new public and private sector partnerships that will build a statewide communication, information and referral network. This session will actively expolore how the librariy's reference and community information service roles be expanded to set up intentional networks that maximize scarce resources.

ACCESS TO NEBRASKA'S LITERARY MAGAZINES; THE ROLE OF NEBRASKA LIBRARIES

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ABSTRACT

The history of the turbulent 60's and 70's includes a segment of literary history, a flourishing little magazine movement, that has not been well documented in Nebraska. This paper provides a brief overview of Nebraska's literary magazines. It was developed through correspondence with as many editors as possible and the examination of as many magazines as could be found. Library support of these magazines has been about as irregular and short - lived as some of the magazines. A more active role for Nebraska libraries in providing access to the state's literary magazines is encouraged.

Nebraska libraries have been notoriously indifferent to Nebraska literary magazines. Except for the prestigious Prairie Schooner, few libraries have made an effort to subscribe to our own state's vigorous participation in the American little magazine movement. If one consults NEULIST, one might ask, "What

little magazines?" There is no record of Axletree, Blue Hotel, Chernozem, The Scrivener, and others. The first three no longer exist, but The Scrivener is thriving, is in its eighth year out in Sidney, Nebraska where it uniquely supports the creative writing efforts of beginners side by side with poets such as William Kloefkorn, Don Welch, and Leslie Whipp. Of what significance is this magazine? By itself, it is encouraging and nurturing local talent. Viewed as a part of the whole of Nebraska's little magazines, it is enriching our state and is indicative of activity that is recognized for its value in affirming - as James Healey wrote in the 1973/74 Winter issue of the Prairie Schooner, "the existence of the creative spirit within man which finds its expression on many different levels and in many different forms.... Without little magazines and the individuals who staff them, the world of the written word would be less fascinating and less exciting."1

The 1986 Directory of Literary Magazines published by the Coordinating Council of Literary Magazines explains:

> The literary magazine is a particularly American tradition, providing early publishing opportunities for most of our important writers - including T. S. Eliot, E. L. Doctorow, Elizabeth Bishop, Ernest Hemingway,

> Ralph Ellison.... Through the medium of literary magazines, writers practice their art, are given a place in our culture, and find a readership.2

While here in Nebraska we do not have talent so large as any of those just mentioned, we do have contemporary writers of stature. What we lack is an appreciation of the quality and diversity of our Nebraska writers; the value of our magazines as they nurture and publish and preserve the work of our writers and as literary entities in themselves; and, finally, a sense of responsibility to our library users for providing them with these interesting and worthwhile magazines. Hilda Raz, editor of the Prairie Schooner, insists that Nebraska writers are highly regarded nationally, that manuscripts from Nebraska writers are competitive with the best manuscripts received from other places.3 The same writers who are publishing in the Prairie Schooner are appearing in the least pretentious magazines in our state. Susan Strayer Deal's early work is in Chernozem. Kloefkorn, Kooser, Welch, Westerfield and Scheele are among the state's finest poets who continually submit their work to the Elkhorn Review and Plainsongs as well as to the New Yorker, the Georgia Review, and the Prairie Schooner.

A year after James Healey first wrote about little magazines in the 1973/74 winter Prairie Schooner, he edited a second article, a symposium consisting of responses he received from the editors of prominent little magazines to the question "Are there too many little magazines?" The editor of Shenandoah, James Boatwright of Lexington, Virginia wrote "... the problem is not their numbers: the worst problem is their invisibility. Hundreds of literary magazines published in the United States, and how many readers ever see them? How many teachers of literature are aware of their existence? How many state arts councils know about the magazines in their own states? How many libraries subscribe to them? Those are the depressing questions, and the important ones."4

To an inquiry, one editor in Nebraska responded concerning his magazine that despite trying over many years to acquire Nebraska library subscribers, he has only four or five.

It is in consulting NEULIST that this truth is most dismally evident. Not counting the Prairie Schooner, there are records for only nine of the 20 other magazines on my list. Plainsongs leads in subscriptions with seven. Pebble (which is indexed in several years of the American Humanities Index and

Access: Index to Little Magazines) is next with five subscriptions.

Cristine Rom, editor for many years of the little magazine column in the Serials Review, wrote in the Wilson Library Bulletin in 1982: "Perhaps it is time for librarians to confront the most basic question: why should libraries buy little magazines?" Her argument, after emphasizing historical value for future scholars (the assertion that since 1912 eighty percent of America's most important critics and writers first appeared in little magazines) and the fact that libraries have a responsibility to the community to nourish area talent and collect local material, - her argument is contained in the phrase intellectual freedom. "Refusal to acquire materials on the basis of size, annual output, or circulation of the press or because of seemingly difficult handling," she stresses, "is censorship. Libraries that do not collect little magazines... are not fulfilling their intellectual responsibility."5

Before I present brief descriptions of the magazines about which I have been able to find information, the ways in which I have limited my topic need to be explained. I have defined literary magazines as those devoted to creative writing, ex-

cluding, for example, Kearney State's Platte Valley Review which, though predominantly devoted to creative writing, nevertheless includes scholarly articles.

Nor am I, as do many published directories such as Len Fulton and Ellen Ferber's International Directory of Little Magazines and Small Presses and their Directory of Poetry Publishers, considering small presses, most notably the Abbattior Press at the University of Nebraska - Omaha and Harry Duncan's continuation of fine press work with his Cummington Press, Mark Sanders and his Sandhills Press, or Mel Bohn's Bench Press.

It seemed enough to make a beginning with literary magazines narrowly defined. I am indebted to the many with whom I corresponded for their helpful and encouraging replies and sample magazines. James Gulick of the Heritage Room of the Lincoln City Libraries took the time to add one forgotten title to my list as did Don Welch in reminding me of two I had overlooked. There must be more. These titles are an effort to begin to document Nebraska's literary magazines.

Annex 21

Annex 21 is one of several publications developed through the creative writing program at the University

of Nebraska - Omaha. Beginning in 1978 and ending in 1982, it consists of four anthologies, each of which collects the work of three Nebraska poets. A full page photograph of each poet and critical introductions to their work are features which enhance the value of the anthologies, all of which are still in print. Editors include Patrick Worth Gray, Lorraine Duggin, Richard Duggin and Frederick Zydek. Some of the Nebraska poets in the series are Roy Scheele, Gail Tremblay and David Wyatt. Annex 21 appears on the UNO Serials List; it is not on NEULIST. NEUCAT indicates that five libraries hold the first issue and two have the third.

Axletree; A Poetry Magazine

Axletree was published by the Nebraska Poets Association in Omaha and is no longer being published. Vol. IV no 1, 1981 was the copy I reviewed and it was co-edited by Peter Yeager and Phill Flott, Jr.; Maurice Jay, an advisory editor for the issue, was one of the magazine's original editors. A handsome cover drawing and other original art distinguish this issue while the contributors are many whose names are familiar to Nebraska poetry readers: Mark Sanders, Nancy Peters, Roy Scheele, and Ninal Duval Anderson. The "ygdrasil", that indestructible always

green great ash tree of Scandinavian mythology, is the axistree from which the name of the magazine is derived. Nowhere could I find a Nebraska library holding Axletree.

The Blue Hotel

The Blue Hotel was published in Lincoln, Nebraska by Ted Kooser, one of Nebraska's most accomplished poets, and his Windflower Press, but existing for only one year. Its title refers to Stephen Crane's short story of that name and according to the International Directory of Little Magazines and Small Presses, it included poetry, fiction, interviews, criticism, reviews, and long poems. No Nebraska libraries have preserved The Blue Hotel.

Chernozem

From Gothenburg, Nebraska comes the mimeographed magazine, Chernozem, the work of co-editors Susan Strayer Deal and Steven L. Deal (the Big Deal Press) for the years 1972-1976. Contributors are from around the country as well as Nebraska and the selections display the discernment and care you would expect from one who has become one of our state's fine poets, Susan Strayer Deal. She and her husband chose the name "Chernozem" to represent fertile ground for poetry. The word is the Russian word for a rich black

soil, a kind that exists in the Gothenburg area. The unsophisticated line drawings of the covers of the magazine belie the quality of the contents. The poetry is remarkable for interest and liveliness, beauty and thought. Love Library, the University of Nebraska - Lincoln, has a complete set in its special collections. At the present, no other library in Nebraska has copies although I expect Kearney State to add recently acquired copies to its collection.

Elkhorn Review

Origins of the Elkhorn Review go back to 1981 and Paul Shuttleworth, Southeast Community College at Fairbury and the tabloid style magazine which he called the Nebraska Review. This magazine is available on microfiche in the Nebraska document collection and that is where I perused its short stories, book reviews, photos, creative writing contest for high school students and found poems by Nebraska poets Mordecai Marcus, Barry McKinnon, and Hargis and Nancy Westerfield. Shuttleworth dropped that title when he moved to Northeast Community College where, beginning in 1984, he, Larry Holland and Barbara Schmitz established the Elkhorn Review. Again a tabloid format was used, but now with a western flavor imaginatively styled with barbed wire lines along the top and bottom margins of the pages. Current editors Larry Holland

and Barbara Schmitz say that they cater to writing west of the Missouri River and the magazine is forcefully and irresistibly western. A half page photo of cowboy poet Paul Zarzyski adorns one cover. There is a blend of established and lesser known writers, of reviews, poems, and short stories. These are presented along with some of the most flamboyant snapshots and photos you are apt to find in a Nebraska literary magazine. The colorful western theme makes for splendid individuality. There are no entries for the Elkhorn Review on NEULIST nor on the UNO Serials List.

Lamplight

From Omaha, Richard R. Carey is the editor and publisher of Lamplight, a magazine that in 1981 superceded the Quill and Palette. Carey's mailing address is the Society of Wretched Writers, Poets, and Artists, a clue to the kind of energetic zaniness and emotion that enlivens this magazine. Carey is a concerned editor who comments that "youthful talent needs a place to be seen and read".6 No Nebraska libraries subscribe.

The Nebraska Review

Back to academia and the polished magazine of UNO's Community Writer's Workshop, The Nebraska

Review, dedicated to publishing and recognizing current writers of high quality. Editors Art Homer and Richard Duggin are succeeding. More uniformly good writing appears here than in many of the other magazines; poems and stories are substantial and affecting. Contributions come from all parts of the country and annual awards for fiction and poetry provide motivation for outstanding contributions. The Review is a continuation of Smackwarm and retains the volume and issue numbers of that magazine. Smackwarm, however, at least in its earliest issues, showcased the work being done in the studios of the Writer's Workshop and was not nearly as ambitious a magazine as The Nebraska Review. It is good to note several library subscribers in Nebraska as well as (according to OCLC) some in Iowa and Oregon.

The Nebraska State Poetry Quarterly

Published in Grand Island beginning in 1972, this magazine appears to have ceased publication after the combined issue, no. 8 and 9, in 1976. The Heritage Room, Lincoln City Libraries, has all issues. There is no record on NEULIST.

New Salt Creek Reader

The New Salt Creek Reader is a series published by Ted Kooser in the years 1967-1975. Don Welch, Martin

Professor at Kearney State and winner just in the last month of two national poetry contests, appeared in this series in 1975 with his Dead Horse Table. It is a collection of poems rich in childhood memories and Nebraska settings. Both NEULIST and NEUCAT have entries for the New Salt Creek Reader.

Periodical of Art in Nebraska

Fortunately, the Nebraska documents collection has preserved this lively magazine of the arts existing from 1974-1977 and a product, once again, of UNO. Interviews, reviews, essays, photographs, and caricatures combine to give exuberance to this magazine that embraced all the arts and focused on Nebraska. Editors changed through the years but Patrick Worth Gray, Richard Duggin and Richard Wyatt were among them.

Pebble

Greg Kuzma - poet, teacher, reviewer, editor and publisher - is an important literary presence in Nebraska. He initiated Pebble in 1968 and there have been 23 issues so far. No two are alike; they range in content from an issue devoted to Nebraska poets to essays and poems on Robert Frost to an issue of prose poems. Mostly, the contributors have national reputations. The most unusual issue, and the strong-

est, in my opinion, is Poems for the Dead. It is a collection that includes some new poems as well as previously published poems (one from Kenneth Rexroth dated 1949) and is a quietly elegant triumph over a subject at great risk of being maudlin. Nebraska libraries, though only a few, subscribe to Pebble. OCLC gives holdings for libraries in 25 states; only three libraries are listed in Nebraska while there are ten in New York.

Plainsongs

The magazine Plainsongs had its beginnings under Russ Stratton in Peru, Nebraska in 1980, a spin-off from the Nebraska Writers Project that encouraged English teachers to write for publication. Dwight Marsh at Hastings College took over as editor in 1983. Since there have been three issues a year each year, Plainsongs can boast of a total of 21 uninterrupted issues. Plainsongs is impressive for another previously mentioned reason: Nebraska library subscribers. It has ten (seven of these are recorded on NEULIST) and, except for the Prairie Schooner, this tops our best seller literary magazine list in Nebraska. Appearing in the directory Poet's Market has brought to Plainsongs contributors from across the nation. Still, Nebraskans dominate. According to

editor Marsh, the aim is for a mix of beginning poets and recognizable names. Award poems are a recent feature of each issue with fine critical essays on the winners. Spirited and interesting, Plainsongs seems to find more humorous poems than many magazines and to take more chances on what delights.

Prairie Schooner

Nebraska's premier literary magazine, Prairie Schooner, began as a regional magazine "publishing the work of local authors and establishing a literary community in the midwest".7 Contributors in the early years included Mari Sandoz, Willa Cather, Louise Pound, Truman Capote, and Tennessee Williams. For its 61 years of nurturing writers, for its excellence and national significance, for its distinguished contribution to literature, Nebraskans can take pride in this magazine, one of the best literary magazines in the country. Hilda Raz is the current editor. Bernice Slote and Karl Shapiro are two of her illustrious predecessors. More than 30 library subscribers are recorded on NEULIST.

Pteranodon

Pteranodon is a magazine whose origins go back to 1978 and two Kearney State college students, Carol Schott and Patricia Lieb. When they left Nebraska,

the magazine went with them. It is still in existence in Illinois and appears in the 1985/86 Directory of Poetry Publishers.

Riverfront

Riverfront was a publication of Metropolitan Technical Community College in Omaha where the editor was Jules De Salvo. NEULIST gives Metrotech as sole subscriber, beginning in 1980.

Saltillo

Saltillo existed for several years in the early 70's. James Wilson wrote in Prairie Schooner "We are primarily a Nebraska magazine, though our material is largely from out-of-state. We devote a section of the magazine to Nebraska Book Reviews and another to the Nebraska Literary Scene".8 Omaha Public Library no longer has copies of Saltillo. Lincoln City Libraries is the other NEULIST holding. OCLC indicates holdings at Yale University and Minneapolis, Minnesota.

The Scrivener

The Scrivener is a publication of the Sidney Public Schools where William Christy of Sidney Junior High and also Judith Kuehn have been steady editors since the beginning of the magazine in 1981. Student editors have assisted them in creating a magazine of

uncommon interest composed of original art, short stories, essays, and poems. Submissions come from some talented and prominent western Nebraska writers as well as student writers and established writers from other areas. Of particular interest is the work of contributor Dan Chaon, a junior high student and student editor back in 1981 who has currently been winning writing contests at Northwestern University. No libraries subscribe.

Whole Notes

Finally, Whole Notes, another literary magazine that has moved from Nebraska to another state. Poet Nancy Peters began the magazine in Lincoln, Nebraska in 1985 and continued it when she moved to New Mexico. The delicate drawings, painstaking care, and selectivity that mark each issue won for her the enviable Leonard Randolph Small Press Award. The title of the magazine represents Peter's love for music, and the beauty of lyrical poetry. In volume 2 no. 1 Ted Kooser admonishes: "Falling asleep on my back,/ on a summer afternoon,/ with a closed book lying over my heart/ and my fingertips touching the book-/ this is the life/... Do not lift the weight of this book from my heart".9 NEULIST gives Kearney State as the only subscriber.

REFERENCES

1. James W. Healey, "Little Magazines: 'A Little Madness Helps'," Prairie Schooner 47, no. 4 (Winter 1973/74), p. 341.

2. Directory of Little Magazines: 1986. New York: Coordinating Council of Literary Magazines, 1986, p. 1.

3. "State's Landscape Produces Good Crop of New Writers" by Linda Ulrich, Lincoln Journal March 29, 1987, p. 1H.

4. James W. Healey, "Little Magazines: Too Much With Us? A Symposium edited by James Healey," Prairie Schooner 48, no. 4 (Winter 1974/75), pp. 318-319.

5. Cristine Rom, "Little Magazines: Do We Really Need Them?" Wilson Library Bulletin 56 (March, 1982), pp. 516-519.

6. Richard R. Carey Letter to author, 18 February 1987.

7. Karma Larsen, introduction to Prairie Schooner 60, no. 2 (Summer, 1986).

8. Healey, p. 335

9. Ted Kooser "Falling Asleep On My Back," Whole Notes 2, no. 1 (1986) p. 5.

APPENDIX

Annex 21: American Poetry Series (Omaha, Neb.) 1978-1982

Axletree; A Poetry Magazine (Omaha, Neb.)

Blue Hotel (Lincoln, Neb.) (1980-1981)

Chernozem (Gothenburg, Neb.) no. 1-9 1973-1976

Elkhorn Review (Norfolk, Neb.) v. 1- 1984-

Lamplight (Omaha, Neb.) 1981-

Nebraska Review (Fairbury, Neb.) (?) - 1983

Nebraska Review (Omaha, Neb.) (continues Smackwarm) v. 13, no. 1- 1984-

Nebraska State Poetry Quarterly (Grand Island, Neb.) vol. 1- (8 & 9) July, August, September 1972- (Spring and Summer 1976)

New Salt Creek Reader (Lincoln, Neb.) (1967) - 1975

Pebble (Crete, Neb.) no. 1- 1968-

Periodical of Art in Nebraska (Omaha, Neb.) 1974-1977

Plainsongs (Peru, Neb.) v. 1-3 Fall, 1980-1982
(Hastings, Neb.) v. 4- Fall, 1983-

Prairie Schooner (Lincoln, Neb.) v. 1- 1927-

Pteranodon (Kearney, Neb.) v. 1- 1978-
(Bourbonnais, Ill.) (?)

Quill and Pallette (Omaha, Neb.) 1977-1981

Riverfront (Omaha, Neb.) v. 1- Fall, 1980-

Saltillo (Lincoln, Neb.) (?)

The Scrivener (Sidney, Neb.) v. 1- 1981-

Smackwarm (Omaha, Neb.) (continued by Nebraska Review) v. 1-12 1973-1983

Whole Notes (Lincoln, Neb.) v. 1, no. 1- 1985-
(Mesilla Park, New Mex.) v. 2, no. 1- 1986-

TO CLAIM OR NOT TO CLAIM: THE HEART OF SERIALS CONTROL

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ABSTRACT

The heart of serials control is claiming; the more efficient the claiming mechanism, the more credible the serials collection. Automatic claiming--gaps identified as an item is checked in--is performed most consistently in most libraries. Systematic claiming--gaps identified by reviewing the records of each active serial title--is performed least consistently in most libraries. Systematic claiming can be a very time consuming task; time is not what most serials departments have in excess. This paper proposes a systematic claiming mechanism which allows a more effective and less time consuming method for this important aspect of serials control.

According to Osborn (1980, 164-165) there are two fundamentals of a good serials checking system:

1) Completely reliable records

2) A vigorous and enlightened follow up program. We need to impress on the serials staff assigned

to check-in duties the importance of these fundamentals. Inaccurate records and incomplete serial holdings inconvenience not only the patron, but also the serials staff, reference and circulation services; disrupt binding schedules; jeopardize the ability to acquire missing issues before they go out of print; increase the personnel and materials costs of acquiring replacements; and reduce the credibility of the serials collection. James E. Rush Associates (1983, 27) state that, annually, about 10% of serial issues not received must be claimed. Considering the importance of the serials collection to a library's community and the expense of acquiring and maintaining the collection, it is not surprising that claiming is the heart of serials control.

Collection development has its three aspects: the right book for the right reader at the right time. Serials claiming has its two aspects: claim the right thing at the right time. Each active serial title held has expected issues and each expected issue represents a possible claim. Brown (1972, 129) lists two approaches to claiming:

1) Automatic, where a claim for a current gap in receipt is initiated at the time of check-in, and,
2) Systematic, where claims are initiated after

systematically reviewing, entry by entry, the record for each active title held for non-receipt of issues.

There are two types of claims:

1) Gaps in receipts, and
2) Late issues.

Gaps in receipts applies to issues which are published in sequence with a known frequency of publication; an issue received out of sequence is the basis for determining that a gap exists and when to initiate a claim. Sequence and frequency are the determinants for predicting what should be claimed. Late issues applies to publications which have established patterns of expected arrival. If an expected issue is not received after it is due, then it is considered to be late and a claim is initiated.

How does one predict the expected arrival of an issue? The clear and simple procedure described by Pan in her report, New York State Library Automated Serials Control System (Pan 1974, 21-26), and later excerpted with minor revisions (Pan, 1977), is the basis for this presentation. Pan (1974, 22) recommends two approaches for setting an expected arrival date for an issue:

1) Set a schedule based on the title's frequency of publication, or,

2) Set a schedule based on the receipt pattern of a particular title.

She classifies serials titles as being unpredictable or predictable (Pan 1974, 23-24).

An unpredictable title may or may not have a stated frequency of publication or has not established a regular pattern of receipt; the intervals between receipts varies. A predictable title has a stated frequency of publication, is issued in sequence, and is received at regular intervals. About 70% of all serials are predictable (Fayollat 1981, 23).

Figure 1 is her suggested frequency of publication based schedule for use with unpredictable titles (Pan 1974, 23). The number of elapsed cycle days between receipts for each frequency category is arbitrarily assigned, based on receipt histories for each category, and may be adjusted as is necessary. Calculate the expected arrival date for an unpredictable serial as follows (Pan 1974, 22):

> due date of unpredictable serial =
> date of last receipt + number of elapsed days
> allowed from the date of last receipt.

This is illustrated by the following; April 2 is the last receipt date of a weekly title; the number of elapsed days for a weekly is 28 days, giving a due

TABLE 2

Claiming Schedule for Unpredictable Serials

Frequency of publication	Number of elapsed days allowed from date of last receipt
Weekly	28 days
Biweekly	28 days
Semimonthly	28 days
Monthly	56 days
Bimonthly	84 days
Quarterly	112 days
Triannual	168 days
Semiannual	252 days
Annual	455 days
Without Pattern	112 days

Table from Pan 1974, 23.

Figure 1.

date of April 30. An issue is considered late when today's date equals or exceeds the expected arrival date.

New titles are treated as unpredictables for one year, or until after twelve receipts, at which time their classification has been established. Whether using a manual or an automated system, the check-in record must retain the date of receipt in order to determine the number of days between receipts before establishing a serial's unpredictable or predictable classification.

The receipt pattern based schedule is used for predictable titles. The previously stated logic applies but the due date is calculated specifically for each title rather than by classes of frequency (Pan 1974, 24):

due date of predictable serial = publication date on issue + lag factor.

The lag factor is the average number of elapsed days between receipts (Pan 1974, 24):

$$\text{lag factor} = \frac{\text{dates of receipt - publication date on pieces}}{\text{number of receipts}}$$

The following (Pan 1974, 24) shows the lag factor for a quarterly publication:

date of receipt	publication date	lag
January 10	January 1	9
April 5	April 1	4
July 12	July 1	11
October 1	October 1	0

4)24
=6 lag factor

Using this example, the January issue's publication date is January 1 and the title has a lag factor of 6 days; the January issue's due date is January 7. Calculations for unpredictable and predictable titles should be reviewed regularly and adjusted when necessary.

Claims should not be sent out immediately after being identified. There may be valid reasons for the gaps or late issues -- delayed publication, delayed mail deliveries, etc. Many serials publishers and vendors notify subscribers in advance about publication delays, combined issues, etc. When known, such information should be recorded in the serial record so that unnecessary claims are not sent. If feasible, shelves should be checked also before sending out claims in case the issues were received and processed, but neglected to be checked in. To maintain one's credibility with the serials vendors and/or publishers, the manual reviewing of computer produced claims prior

to their mailing is recommended to those libraries using an automated serials control system.

Most publishers allow a specific time period in which claims will be honored; this varies somewhat with the frequency of publication. In Figure 2, Pan (1974, 26) further adjusts the claiming cycle by using a table of arbitrarily assigned fixed number of days based on whether the title is a domestic or foreign publication and its frequency of publication; an issue is declared missing if no response is received after the third claim. This is applied, whether using a manual or automated system, to all titles and helps avoid unnecessary or premature claims. Although the table shown says it is for predictable titles, it can also be applied to unpredictables.

How can Pan's procedures be applied locally? Start by identifying the active titles in the library's serial records. Treat all as unpredictable titles and double post receipts for each title on a form similar to that in Figure 3 for one year or for the first twelve issues to determine which classification it has. Compute the lag factor for each title determined to be in the predictable classification.

Using the claiming schedule for unpredictable titles as a basis, develop a systematic claiming schedule for each frequency. Convert the number of

TABLE 3

Claiming Cycle for Predictable Titles

Type of Serial	Frequency of Publication	Claim Number	Elapsed Days
Domestic	more frequently than monthly	1	2 weeks after date due
		2	3 weeks after claim 1
		3	3 weeks after claim 2
		missing	3 weeks after claim 3
Domestic and Foreign	monthly or less frequently	1	4 weeks after date due
	monthly or more frequently	2	3 weeks after claim 1
		3	3 weeks after claim 2
		missing	3 weeks after claim 3
Foreign	more frequently than monthly	1	7 weeks after date due
		2	3 weeks after claim 1
		3	3 weeks after claim 2
		missing	3 weeks after claim 3

Table from Pan 1974, 26.

Figure 2.

TITLE_____ ISSN_____

OTHER_____

LAG FACTOR= _____ $\left(\frac{\text{dates of receipt - publication date on pieces}}{\text{number of receipts}}\right)$

FREQUENCY:

YEAR VOL		JA	F	MR	AP	MY	JE	JL	AG	S	O	N	D	DATE*
19	1													(P)
														(R)
NOTES:	2													(P)
														(R)
	3													(P)
														(R)
	4													(P)
														(R)
	5													(P)
														(R)
														(P)
														(R)

* P=Publication Date
R=Receipt Date

Figure 3.

allowed elapsed days to allowed months as months are easier to work with than days in a manual claiming system; days are easier in an automated system. Group similar frequencies together.

Libraries using a manual check-in system most likely use one of these two types of manual files for posting receipts:

1) Visible index file in which the entry is seen at a glance. The checking cards are filed in record books with pockets to hold the cards or in metal files with shallow drawers with pockets or rods to hold the cards. Examples of this type of file are Kardex, Acme, Post Index; all have a protective plastic edge at the bottom of each card, or,
2) Blind file in which no entry can be seen. The checking cards are usually filed in a drawer in a card catalog cabinet.

Colored plastic signals which slide in between the check in card and the protective plastic edge on visible index file cards or which can be clipped to blind file cards are often used as a visual alert for identifying needed claims.

Assign a different color to each frequency grouping identified above. Chart the systematic claiming schedule for each month similar to the one in

Figure 4. The color ranges can be restricted if color signals are used on the check-in cards to also indicate various vendors so that claiming could be done either by frequency or vendor. If this should occur, use a color selected for one of the vendors and combine it with the frequency where needed; some titles will have three color signals (e.g., Title X is a triannual and its subscription is placed with Vendor A; Vendor A is coded orange, triannuals are coded light blue and orange to distinguish them from quarterlies which are coded light blue).

One is now ready to color code the cards with the appropriate signals. Now, when doing systematic claiming in June, say, pull out each drawer and look only at the records whose cards are coded with the brown, light green, and black signals rather than at every card in the drawer. Apply Pan's domestic/foreign claiming schedule to further tune the process before placing the claims.

For those who have automated serials control systems, apply Pan's procedures to check on the accuracy of the system's claim alerting system. If the library is about to convert to automation and does not have a systematic claiming schedule in place, use the systematic claiming schedule (Figure 4) on which to base the conversion table similar to the one in Figure

SYSTEMATIC CLAIMING SCHEDULE

FREQUENCY	COLOR CODE	MONTHS ALLOWED	JA	F	MR	AP	MY	JE	JL	AG	S	O	N	D
DAILY, 3/wk SEMIWKLY, 2/wk WEEKLY BIWEEKLY SEMIMTHLY 2/month	BROWN	1	X	X	X	X	X	X	X	X	X	X	X	X
MONTHLY, 9/yr, 10/yr, 11/yr, 12/yr	LT GREEN	2		X		X		X		X		X		X
BIMONTHLY, 6/yr, 7/yr, 8/yr	YELLOW	3			X		X		X		X		X	
QUARTERLY, 4/yr, 5/yr	LT BLUE	4				X				X				X
TRIANNUAL 3/yr	ORANGE	5					X					X		
SEMIANNUAL, 2/yr	BLACK	6						X						X
ANNUAL BIENNIAL TRIENNIAL QUAD-RENNIAL QUIN-QUENNIAL	DK BLUE	12											X	
IRREGULAR	DK GREEN	4				X				X				X

Figure 4.

5 (e.g., the title being converted has eleven issues a year; enter 56 in the "next expected issue" or claim cycle data field).

One final bit of advice, whether using a manual or an automated system, avoid making unnecessary duplicate claims by remembering to annotate the records with appropriate information that the missing issues have been claimed.

The more efficient the claiming mechanism, the more credible the serials collection. The systematic claiming procedure just described is similar to that which I developed whilst Serials Librarian (1973-1985) at the McGoogan Library of Medicine, University of Nebraska Medical Center. The procedure allowed for a more effective and less time consuming method for identifying issues needing to be claimed. Try it, you'll like it!

CLAIMING CYCLE

FREQUENCY	MANUAL		AUTOMATED
	COLOR CODE	MONTHS ALLOWED	DAYS ALLOWED
DAILY 3/week SEMIWEEKLY 2/week WEEKLY BIWEEKLY SEMIMONTHLY 2/month	BROWN	1	28
MONTHLY 9/year 10/year 11/year 12/year	LIGHT GREEN	2	56
BIMONTHLY 6/year 7/year 8/year	YELLOW	3	84
QUARTERLY 4/year 5/year	LIGHT BLUE	4	112
TRIANNUAL 3/year	ORANGE	5	168
SEMIANNUAL 2/year	BLACK	6	252
ANNUAL BIENNIAL TRIENNIAL QUADRENNIAL QUINQUENNIAL	DARK BLUE	12	455
IRREGULAR	DARK GREEN	4	112

Figure 5.

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MANAGING THE REQUEST FOR PROPOSAL PROCESS FOR AN ONLINE PUBLIC ACCESS CATALOG: THE ACADEMIC LIBRARY PERSPECTIVE

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ABSTRACT

Management issues surrounding the request for proposal (RFP) process for an online public access catalog (OPAC) in academic libraries are examined. In addition to functional specifications and general requirements, other critical factors to be considered for RFP inclusion are data conversion, data communications, and acceptance tests. The physical, organizational, personal, communications, and functional components involved in selecting an OPAC, the first library system for the library patron, are also examined.

This paper will address one of the most technologically significant means of "AccessAbility," the replacement of the card catalog by an online public access catalog (OPAC). It will explore the most efficient means of achieving this: the Request for Proposal (RFP) process and discuss the advantages of online catalogs. For sake of brevity the RFP process for

acquiring an OPAC will be the focus. Most librarians will be interested in integrating other subsystems such as acquisitions and serials control, but this discussion will concentrate on the first library system that is for the library patron - the online catalog. For it is this application of technology which holds out a genuine promise for librarians to redefine what we do and to strengthen and extend our role and contributions in overcoming information barriers.

MANAGEMENT ENVIRONMENT

Librarians need to ask fundamental questions when preparing for the RFP process. Questions like, "Is my library environment right for bringing an online catalog aboard?" "Is management oriented towards successfully applying technology?" Without the right leadership and support a library automation project will eventually flounder. Webster (1986) describes eight characteristics of a managerial environment that will promote success in the application of technology.

1. Library management is clear on what it is trying to do with mission, goals and objectives. That may smack of bureaucratic jargon, but the operative word is "clear". Do you have a clear

picture of where your library wants to go and is the staff committed to that vision? A "clarity of purpose and personal commitment" is fundamental to the process.

2. Management does not blame insufficient funding, crabby staff, or disagreeable faculty for failure to change. If objectives are not being achieved then management needs to review and come up with some new strategies.
3. A focused managerial vision. The direction in which the organization should move must be defined by the leadership.
4. How many new ideas get generated at your library. Webster points out that librarians should be "greedy to hear about new ideas," and less interested in endless evaluation. Who is doing what, where? Can it be adapted or applied here rather than critiqued. Is your library able to think freshly about the future, or are you bogged down in reacting to problems?
5. Management has developed methods for exchanging ideas and views. Is there interest, support, and flexibility among department heads? What are the exchanges with users, administrators? Are you talking to each other? Communication, not only

with each other, but with outside faculty and students, becomes even more important during the request for proposal process, implementation and the operational stage of the online catalog.

6. In order to stay alive new experimental efforts need to be isolated from the traditional ongoing activities. Separate projects need to be carefully nurtured and protected so they may be given a complete chance to bloom.
7. Management demonstrates a capacity to look at failures as well as at successes for lessons.
8. A technologically supportive management is one that is able to systematically delete and abandon whatever is worn out, obsolete, or no longer productive. For librarians, this is a most difficult concept to grasp. However, the willingness to abandon old procedures and to take advantage of new technology is implicit in the decision to automate.

MAJOR RFP ACTIVITIES

After establishing an environment in which an automation project can flourish, what are the major activities involved in the RFP planning process?

At the top of everyone's list is FUNDING. The simple truth is that the project needs the assurance that adequate funding is available to achieve the desired goals and objectives. All too often the desire to begin the project overrides sound financial planning and the library is later unable to achieve its stated goals.

A project manager needs to be assigned as early in the game as possible to insure that the project has effective leadership. The project manager should have the interest, expertise, authority, time, and cooperation of the rest of the staff. Given those criteria it is obvious this role should not be filled by the library director. Directors have neither the time, technical expertise, nor detailed understanding of functionality required to do the job (Merilees 1983).

Assign a team that will be involved in the writing of specifications, system selection, and implementation. Soliciting support from all levels of staff from the beginning is the best way to insure that the library is talking about "our" system. Developing a constant flow of information about the status of the project and its benefits is critical at this point.

Staff should begin educating themselves on technology and trends in library automation. Read the

literature, visit other libraries, talk to vendors, bring in demos, attend professional meetings, take courses.

For academic librarians it is equally important to develop a harmonious working relationship with the campus computing center. Without computing's support the library's attempts may be blocked at some critical juncture. At the University of Nebraska at Omaha (UNO), for example, the computing center must sign off on any request involving computers and software. You may be pleasantly surprised at the assistance computing's staff can give in evaluating vendors' responses. The library may opt to house the CPU at computing's facility avoiding the expense ($15-30,000) of building a computer room in the library (Matthews 1985).

RFP OUTLINE

What are the elements of a good RFP? In definition, an RFP is simply the most efficient way to determine what a system can and can't do, to get detailed costs, and to protect the library from any nasty surprises. The RFP will form the basis of any contract struck with a vendor.

First of all, writing an RFP is a time-consuming

process. Do not reinvent the wheel - it has been done before. Borrow copies of RFP's from other libraries with similar goals and objectives and then rewrite and adapt to fit your situation. Other RFP's can be used to find out what you may have left out. The important thing is to rewrite and adapt - that is the only way staff will become educated not only about present operations, but also about the desired functionality of an online system.

Typically, the RFP format will include these essentials (Epstein 1983):

1. Introduction: describes the purpose of the RFP and summarizes the library's automation efforts and goals.
2. Response procedure and time table: this section should include the instructions to vendors on how to respond to the RFP, give the deadline for submission, provide names of contacts at the library, and include the timetable of events.
3. Standard contract clauses: this body of information will be provided by the university purchasing agent. Clauses on affirmative action, insurance requirements, and other legalities will be included.
4. Performance requirements: this critical section

spells out the performance requirements and describes the tests that will be used in accepting the system. Those tests are: the functional performance test; full-load response time test, and system reliability test.

5. General requirements: typically this section solicits general vendor data. Information on the financial background along with information on vendor support plans, service, training methods, manuals, site preparation, proposed project schedule, and user group information can be requested.
6. System requirements: this section describes the minimum hardware requirements, which includes not only central site equipment like processors and drives, but also the number and location of terminals, scanners, and printers. The vendor should be provided with current and five year projected file sizes (number of MARC records, patrons, charges, orders, etc.). Based on this configuration the vendor will specify the hardware configuration. This section will also include special requirements such as data conversion and data communication needs. Available machine readable records should be

described and information sought regarding loading of these records into the local system. UNO, for example, needs to download local holdings information from our eight-year old automated circulation file and overlay those records with archival OCLC tapes. We also have a locally-created holdings file of 10,000 periodical titles.

Special communications requirements, such as connecting to a campus local area network should also be described. UNO does not want any terminals hard-wired to the library CPU. All terminals on campus will be wired to the local Ethernet fiber optic network through terminal servers. The library CPU will simply be another host on the network accessible from any terminal or through any dial-up port.

7. Functional specifications: this section details the functional specifications for each subsystem the library wishes to contract for within the next five years. These specs will later be used as a checklist to be compared against the proposals, and as part of the functional performance test.
8. Costs: The vendor needs to be asked to summarize

all costs associated with the purchase of the system. This includes purchase and maintenance of hardware, software, supplies, shipping, installation, training, data conversion, site preparation and communications.

9. Appendices: various appendices will be included in order to provide details on collection statistics, performance statistics, locations of branches and telecommunications.

EVALUATION PROCESS

The evaluation process needs to be clearly identified in the RFP. In addition to the vendor's written responses, libraries will want to contact vendors to clarify answers, speak to other sites running similar size systems to the one proposed, and arrange demos (of live, operable systems) for library staff and, perhaps, patrons to view.

The evaluation team should consider assigning priorities to the functional specifications. For example, UNO tagged each spec as MANDATORY, HIGHLY DESIRABLE, or DESIRABLE. Values will be assigned to each priority. Vendors were asked to use the codes of AVAILABLE, AVAILABLE WITH DIFFERENCES, TESTING, PLANNED,

NOT PLANNED for each response. Weights will be assigned to vendors' responses. The priority values can then be multiplied by the response weights. Each module should be pro-rated to reflect its value to the library. For example, UNO rated responses to the online catalog specifications as 30 percent, circulation module as 20 percent and acquisitions and serials as 15 percent respectively. Not only will careful assignment of priorities, weights and percentages help the evaluation team make as rational a decision as possible, but it also assists the vendor in understanding the importance of a sub-function or feature (Merilees 1983).

The cost/performance ratio for each proposal can be determined by dividing the total cost of the system by the performance score.

COSTS

Estimating costs will be another critical task for the evaluation team. System costs will need to be broken down into capital costs and operating costs. Total costs should be projected over five years.

The rule of thumb is that overall system maintenance costs will run about 1 percent of the system cost per month (Wilson 1986).

CONTRACT NEGOTIATION

Once a final vendor selection is made and approved by the appropriate administering bodies contract negotiation begins. The golden rule is that YOU NO NOT HAVE TO ACCEPT A STANDARD VENDOR CONTRACT. These are documents that are meant to be changed. The vendor's contract should be treated as an initial offer. Despite their potential complexity all contracts should contain the following elements (Schwartz 1985):

1. The library Request for Proposal and any written exchange clarifying the RFP and/or the Proposal.
2. The system being supplied: list of specific hardware and software, including model numbers.
3. Acceptance tests the Library will perform.
4. Implementation schedule for both parties
5. Training schedule: outlines the number and level of staff to be trained, includes provisions for new modules.
6. Contingency provisions for extreme delays such as vendor bankruptcy or partial compliance.
7. Library protection devices: source code arrangements, performance bonds, etc. Best protection is the acceptance testing along with

judicious use of a payment schedule.

8. Payment schedule: should be tied to the successful completion of acceptance tests and/or the delivery of new modules.

Remember, never feel rushed to sign a contract. Expect to spend two to three months under normal circumstances in the negotiation stage.

ONLINE ENVIRONMENT

What is the attraction of an online catalog? What makes an online catalog so different from the card catalog?

The card catalog allows us to search discrete, predefined entries one a time from the left-most significant word. Not only does it impose severe searching limitations, it is quickly out-of-date. Library of Congress studies show that in just five years the card catalog will require that 12 percent of its entries be updated, in 10 years 22 percent be changed, and in just 20 years 40 percent of all entries will have to be altered.

Online catalogs, at least in the initial stages, are sometimes described as a bigger and better card catalog. This is a significant understatement for the

nature of online catalogs profoundly alters the way patrons will use libraries. How does an online catalog affect library use?

Matthews (1985) argues that an online catalog has four distinct advantages: faster access, increased access points, an ability to show the status of local holdings, and dispersed terminal locations (patrons no longer have to come to the library to search the library's holdings). Increased access points offer the most compelling advantage. The patron is no longer bound by single author, title or subject search. Searching possibilities include keyword using boolean operators and qualified by language and/or date.

What do we know about the elusive online catalog user? A Council on Library Resources (CLR) sponsored study pinpointed several characteristics of online catalog patrons (Matthews 1985). Two significant phenomena were illuminated. First, patrons gave an overwhelming endorsement for online catalogs. In fact, they preferred to wait for the online catalog to be up rather than use a backup catalog such as COM. Second, patrons appeared to have a vast, untapped need to do subject searching. The CLR study showed that patrons using online catalog want improved subject searching, lists of related terms (search success was found to be

proportional to the number of see references provided), abstracts, table of contents, and indexes.

Online catalog users do lots of subject searching (up to 80 percent of all searching done in some cases was subject searching). They do not like codes and jargon, they assume the online catalog contains the total resources of the library and that they are indeed searching the Reader's Guide.

Since the online catalog is the first system for the unpredictable public the human dimensions should be carefully considered by the evaluating library. Evaluation criteria can be divided in to five components (Matthews 1985):

1. Physical component: what does the input/output device, terminal look like? Is is easy to read? Should the screen be amber or green? Studies show the easiest display to read is black on white (the printed page). Is the terminal height comfortable? What type of work area is provided?
2. Organizational component: why type of staff are available to lend assistance? Are printed aids needed? Are they any good? Patrons use printed guides, but they prefer brief ones.
3. Personal component: how does the OPAC address the needs of a diverse population? Academic

librarians like to pride themselves on serving a select "academic" audience, but talk to public services staff. How sophisticated is the average user? Will everyone clamor to perform keyword boolean searches restricted to Chinese language and published after 1980?

4. Communications component: how does the system communicate? What are the dialog modes and techniques? What is the language of interaction, how are the commands, prompts, messages structured? Ask yourself, is this system user-friendly or user-intimate? The first generation of online catalogs, such as the University of California-Berkeley Melville system responded with such messages as "Your modification would have produced zero results. Your previous result remains in effect." OPACS today will not only provide a cross reference to Mark Twain, but will also execute the search under the established form without bothering you to hit another key.
5. Functional component: this is where the library examines how much operational control they will have over the final product in such areas as access point control, output control, revising

user assistance, and messages. How much flexibility is built in to the system?

CONCLUSION

Careful management of the RFP process, which this paper has only briefly outlined, will ensure that a library reaches the rewarding stage of bringing a live system online for patrons.

To put this discussion into perspective I would like to conclude by stressing that although online catalogs obviously hold out great promise for removing information barriers, they are also, despite their technological sophistication, a human creation, subject to human control (Sandler 1985). And it is how we humanely control and manage the application process which will determine our success.

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PUTTING LC SUBJECT HEADINGS TO WORK IN THE ONLINE CATALOG

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ABSTRACT

Incorporating the cross-reference structure of the Library of Congress Subject Headings (LCSH) in an online public access catalog (OPAC) is considered as a means of improving subject access to collections. Weaknesses of LCSH as a subject thesaurus and availability of attractive alternatives to subject headings should not obscure advantages of controlled-vocabulary searching and making an existing resource more useful. Suggested system features, including section-of-file displays and global-change capability, and new LCSH products could make access and updating easy and cost-effective.

The online public access catalog, or OPAC, is the focus of a lot of attention right now. It seems as if every college and university library either has just gone online, is about to, or is planning to as soon as the money can be found. Many expectations attend this new library tool (or toy?), but the lion's share of excitement comes from the prospect of dramatically improved subject access. Features such as keyword searching and Boolean logic, already familiar to searchers of commercial online

databases, will enable patrons to rapidly collocate records with one or more desired pieces of information in common. The immense storage capacity of the computer should allow more subject information, from a greater variety of sources, to be added to bibliographic records.

Certainly, by harnessing the power of the computer we can do many different things with our subject catalogs that heretofore seemed impossible or impractical. One of these, oddly enough, is the provision of adequate cross-references for our subject headings. I say "oddly enough" because in our excitement over the untapped potential of online subject searching, we tend to focus on operations that could never be performed in a traditional catalog, such as keyword searching. Consequently, we may forget about things which the card catalog can do and should have been doing all along, but isn't doing because the cost and effort do not seem worth it.

Cross-References in Traditional Catalogs

In most libraries, this would include providing an up-to-date system of cross-references for subject headings. The situation at the University of Nebraska-Lincoln is probably typical of relatively large libraries. The UNL Libraries provide subject access through the alphabetical arrangement of cards by subject heading. These headings are assigned by the Library of Congress, by OCLC member libraries, or by professional catalogers at UNL from a single thesaurus: the Library of Congress Subject Headings

(LCSH). This authority control, however, is almost entirely limited to current cataloging. Outdated headings are allowed to remain in the catalog, and only a few of them are linked by "see also" references to more current forms of entry. "See" references are made selectively, mostly where the need is obvious, as in: "Multinational Corporations: see International Business Enterprises." (Meanwhile, corporate and personal names serving as subject headings receive the same authority work they would get in the author-title catalog.)

The absence of cross-references for most topical subjects cannot be blamed on a lack of guidance. The print and microfiche editions of LCSH contain references not only from outdated forms of headings, but from many synonymous terms as well. The entry for each heading also lists other LCSH terms under which information on the same topic could also be found. This information, which could be of considerable use to a subject searcher, is meant to be included in the card catalog. Indeed, in many card catalogs one can find evidence, in the form of widely scattered reference cards turning yellow or brown, that the cross-reference structure was maintained, once upon a time. But as collections grew, subjects proliferated, and widely-used headings began to give way to newer terms, libraries quite understandably quit trying to keep up, and instead placed next to their subject catalogs those thick red volumes that patrons find so cumbersome to consult and difficult to comprehend.

The work these libraries are thus saving themselves, and which would have to be undertaken in some form to make the LCSH reference structure work in the public catalog, consists essentially of the type of authority work routinely done for names --at the instigation of catalogers using a heading for the first time--plus the monitoring of the LCSH weekly updates for changes pertinent to the local catalog. Granted, the monitoring, checking, typing, filing, and pulling that would be required add up to a very labor-intensive process, supporting what is traditionally regarded as a secondary function of the catalog (the primary function being, of course, providing access to specific items whose title or author one already knows). But what if technology is developed which would enable this work to be done much more quickly and inexpensively? Would it be worth doing even then?

Objections to Subject Headings

Anyone who would answer "yes" to this question has at least two further objections to overcome. One is that subject searching is too marginal an activity to justify the diversion of scarce resources to its improvement. The other is that in the online environment, assigned subject headings are essentially worthless except as additional fields for keyword searching.

To be sure, there are few who would argue that subject searching in libraries does not take place at all or is practised extremely seldom. In libraries where the subject and author-title

catalogs are separate, one can generally see the subject catalog in continuous, often heavy use, and of course there are the innumerable reference questions which begin: "Do you have any books on ..." But studies of card catalog use have generally shown subject searches to be in the distinct minority relative to known-item searches.[1] Moreover, the prevalence of known-item searching appears to increase with educational level (Markey 1984, 80-81). In other words, subject searching is performed proportionately less often in academic than in public libraries, and proportionately less often among faculty than among freshmen.

But there are two other factors reported in catalog use studies which may contribute to the low percentage of subject searches: the high rate of frustration experienced in subject searching, and the low rate of perseverance. (In one study, 65.6% of catalog users searched one subject heading and stopped, whether or not they had found what they wanted [Markey 1984, 56-57].) These factors can be attributed in large part to the physical nature of the card catalog (which discourages multiple searches) and the frequent failure of patrons to find their search terms adequately represented in the catalog. Recent studies of online catalog use reported by Markey (1985) indicate that in online catalogs more subject searches than known-item searches take place, even though most patrons surveyed still considered subject searching difficult. Moreover, in a Council on Library Resources-sponsored survey of online catalog users, the two most requested

improvements in the online catalog (and three of the top six) pertain directly to subject access (Markey 1984, 84). Subject access is in demand and will be even more so in the online environment.

But online technology presents another way of meeting this demand, one which may seem considerably easier and more efficient than dealing with controlled subject headings. Keyword searching, augmented by the Boolean operators and, or and not and the ability to truncate search terms, enables a patron to create her or his own search terms and use them to search any part of the bib record (including titles and notes) for thousands of items in a matter of seconds. Not only does the searcher not have to know the "correct" heading for his or her topic, she or he also is not limited by the heading. Library of Congress practice is to assign the most specific heading that describes the content of a book. Someone who searches the LC heading "Galaxies" will probably find some useful materials, but miss other important items with the broader headings "Stars" and "Astronomy" or the narrower heading "Milky Way."

Keyword searching, however, is by no means foolproof. Search terms that have more than one meaning, or that are often used metaphorically, could call up a large number of irrelevant items or "false drops" (Lawrence 1985, 26). The user who enters a search term not found in LCSH, such as "movies," is likely to miss many books on motion pictures that lack the word "movies" in the

title or subtitle. Moreover, just about any librarian who searches Dialog or BRS will tell you that refining a search effectively is no easy task. It is, in fact, a skill that takes considerable training and practice to acquire. We must also consider that, since Library of Congress assigns an average of 1.7 subject headings to each record (Carson 1985, 67), effective keyword searching would demand that more subject terms be added locally to bib records. Mandel (1985, 7) has pointed out that since record creation is the most expensive part of providing subject access, we want to avoid putting more effort and expense into it if we can improve the system some other way.

Improving Subject Access Online

One way of improving subject access without expanding bib records suggests itself repeatedly in the literature. Carson (1985, 70) asserts: "A general look at systems currently on-line indicates that one frequent omission is an on-line subject heading display. ... Without access to the index, or to an on-line thesaurus, browsing becomes a hit-or-miss affair, with the user entering words that come to mind until either the computer finds a match or the user runs out of words. It may be difficult to formulate an ongoing search strategy without a visible cross-reference structure."

Cochrane (1982, 4), speculating on the future development of online catalogs, had this to say: "At the present time, users apparently have low expectations of what assistance they will get

at the library catalog. Online catalog users could be pleasantly surprised by a system response that automatically presents broader, narrower, and related terms. Users could then search terms by line number, and search formulations would proceed 'on target.' Few existing online catalogs provide such assistance now."

Karen Markey's groundbreaking work, Subject Searching in Library Catalogs, published in 1984, examines features of the earliest online catalogs and analyzes the results of an online catalog user survey conducted with the support ot the Council on Library Resources. In this survey, the most frequently requested improvement of the online catalog was "ability to view a list of words related to my search words" (Markey 1984, 84). Taking note of this, Markey suggests: "Structuring the machine-readable LCSH into online lists of related words and phrases would give OPAC users a means to browse subject vocabulary and to select more specific terms and phrases to represent their topics of interest. OPAC users whose subject searches result in few or no retrievals could also be assisted by browsing such related-word lists in order to select more general terms or phrases." (Markey 1984, 135)

It appears, then, that libraries with an online catalog or with plans for one would do well to consider incorporating the cross-references and related-term displays of the Library of Congress Subject Headings into the catalog. Such a feature should

effectively constitute a menu-driven mode of subject access, as opposed to command-driven modes such as Boolean/keyword searching which, while giving greater scope to the searcher's creativity and initiative, require a higher level of skill and intellectual effort than many patrons can bring or want to bring to the search process. Let us briefly examine how this mode of subject access might work.

Accessing the Reference Structure

The basic process of accessing subject-heading references is the same in an online catalog as in a card catalog: the user looks up a topic, finds the materials grouped under the heading for that topic, and then sees a display of broader, narrower, and related terms under which he may find other pertinent materials; he then looks up those headings which appear relevant to his search. If his search term is not a "valid" heading, he finds a cross-reference to the term where materials on his topic are listed. In the card catalog, such a search can involve a lot of footwork and pulling of drawers, another likely reason most libraries don't bother with cross-references and related-term displays. But at the computer terminal an entire search is literally at one's fingertips.

The online format, however, poses other questions. For instance, how to look up a subject heading. Keywords, derived search keys (i.e., the first few letters of the first several words, which is how OCLC is accessed), Boolean operators, and

truncated phrases are all possibilities which can be considered; in fact, we might want to include all of them as options in our catalog. We certainly don't want to require the patron to type in the correct subject heading word for word. But if the process is indeed to be menu-driven, we will want the patron to see a menu as quickly as possible! This menu, of course, cannot be the entire contents of LCSH. But a portion thereof, hopefully including the patron's search term, should be available. Step one, then, should be the patron entering a word, a part of a word, or a phrase, and if it is not an exact match, the system responding with an alphabetical listing of terms in the catalog with the patron's search term in the middle. Each term should be followed by the number of items assigned that heading, and preceded by a number the patron can type in to access that heading.[2] (See Figure 1.) Headings with more than three subdivisions could be given a group entry for the subdivisions, which if selected would produce a list of the subdivisions with postings.[3] (See Figure 2.)

Step two: the patron selects a heading. The system would ideally respond with a message asking the patron whether she wants to see the list of citations or a list of related subject terms. (It is conceivable that with a heading carrying a large number of citations, the patron may first want to examine some narrower subject terms.) Even if she chose to see the citations, the list of "see also" references drawn from LCSH--each term numbered for instantaneous access--would appear at the end of the display of

```
SEARCH TERM:  MULTINATIONALS

*MULTINATIONALS IS NOT AN ASSIGNED SUBJECT TERM
FILE DISPLAY:

 1  MULTIHOSPITAL SYSTEMS--UNITED STATES--CONGRESSES (1)
 2  MULTIHULL SAILBOATS--DESIGN AND CONSTRUCTION (1)
 3  MULTILINEAR ALGEBRA (1)
 4  MULTILINGUALISM (8)
 5  MULTILINGUALISM (6 SUBDS.) (14)
 6  MULTILINGUALISM AND LITERATURE (1)
 7  MULTI MEDIA PROGRAMS (X)
 8  MULTINATIONAL CORPORATIONS (X)
 9  MULTINATIONAL FORCE AND OBSERVERS (2)
 *  MULTINATIONALS
10  MULTIPHASE FLOW (6)
11  MULTIPHASE FLOW--CONGRESSES (3)
12  MULTIPHASE FLOW--MATHEMATICAL MODELS--CONGRESSES (1)
13  MULTIPHASE MATERIALS (X)
14  MULTIPHASIC HEALTH SCREENING (1)
15  MULTIPHASIC HEALTH SCREENING--CONGRESSES (1)
16  MULTIPHASIC HEALTH TESTING (X)
17  MULTIPHOTON PROCESSES (5)
18  MULTIPHOTON PROCESSES--CONGRESSES (5)


ENTER NUMBER OF SUBJECT HEADING TO DISPLAY CITATIONS
PRESS F1 IF YOU WANT TO BROWSE BACKWARDS
PRESS F2 IF YOU WANT TO BROWSE FORWARDS
PRESS F3 TO RETURN TO SUBJECT HEADING SEARCH MENU
PRESS F4 TO RETURN TO MAIN MENU
```

Figure 1. Portion-of-File Display in Response to Search Term Multinationals.

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SEARCH TERM:  MULTILINGUALISM (6 SUBDS.)
FILE DISPLAY:

MULTILINGUALISM
D1    --ADDRESSES, ESSAYS, LECTURES (3)
D2    --CONGRESSES (4)
D3    --PERIODICALS (1)
D4    --SWITZERLAND (3)
D5    --TICINO (CANTON) (1)
D6    --YUGOSLAVIA--SLOVENIA (1)


ENTER NO. OF SUBDIVISION (D1, ETC.) TO DISPLAY CITATIONS
PRESS F1 TO RETURN TO PREVIOUS SCREEN
PRESS F2 TO RETURN TO SUBJECT HEADING SEARCH MENU
PRESS F3 TO RETURN TO MAIN MENU
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Figure 2. Subdivision Display for Multilingualism.

citations. (See Figure 3.) Each citation, of course, would also be numbered in case the patron wants to see the full bib record. And at each step, a menu option should be available to go one step backwards, or back to the beginning.

All well and good, you may be thinking, but doesn't this all depend too much on the alphabet? What if a patron enters a search term landing him in a totally different part of the file from where the material he wants is found? What if, for instance, he enters "Foreign investments" when the LCSH term is "Investments, Foreign"?

The dependence on an alphabetical file is a limitation, though the use of LCSH cross-references can make it less limiting. If the patron enters a term which happens to be an LCSH cross-reference term, the system should respond with a message referring the patron to the valid heading (or headings), with the menu option of continuing the search with that heading or starting over (as in Figure 4). But an option should also exist for the patron whose search term is neither alphabetically close to a relevant subject heading nor an exact match of a cross-reference term. We could provide such an option by interfiling the cross-reference terms with the valid subject headings--in other words, include them in the alphabetical file display. They could be followed by an "X" in place of the number of postings, but they, too, would be searchable.[4]

SEARCH TERM: INTERNATIONAL BUSINESS ENTERPRISES

MATERIALS RELEVANT TO THIS TOPIC CAN ALSO BE FOUND
UNDER THE BROADER TERMS:

N1 BUSINESS ENTERPRISES
N2 COMMERCE
N3 CORPORATIONS
N4 INTERNATIONAL ECONOMIC RELATIONS

UNDER THE NARROWER TERMS:

N5 CORPORATIONS, FOREIGN
N6 FOREIGN LICENSING AGREEMENTS
N7 INVESTMENTS, FOREIGN

AND UNDER THE RELATED TERM:

N8 JOINT VENTURES

ENTER NO. OF EACH HEADING YOU WISH TO SEARCH (E.G. N1N6N12)
AND PRESS RETURN
OR: PRESS F1 TO RETURN TO PREVIOUS DISPLAY
PRESS F2 TO RETURN TO SUBJECT HEADING SEARCH MENU
PRESS F3 TO RETURN TO MAIN MENU

Figure 3. Related-Term Display.

SEARCH TERM: MULTINATIONAL CORPORATIONS

MATERIALS ON THIS TOPIC ARE FILED UNDER THE HEADING:

INTERNATIONAL BUSINESS ENTERPRISES

PRESS RETURN IF YOU WANT CITATIONS DISPLAYED FOR THIS HEADING

Figure 4. See-Reference Interface.

Why LCSH?

Our consideration of terminology and cross-references brings up another question: is LCSH the vehicle we want to provide this type of menu-driven subject access? As most of you probably know, LCSH has been widely criticized in the literature for lacking, in many places, the precision of terminology and the unified hierarchical structure necessary for this type of subject access to work effectively. In particular, a great many synonymous terms and hierarchically-related terms are not linked to one another. The number of cross-references from natural-language terms is also woefully inadequate.[5]

While these objections cannot be entirely refuted, they must be countered with the following considerations: (1) there are no ready alternatives to LCSH as a controlled subject-heading system adequate to describe large research collections; (2) even if there were, the presence of LC subject headings in nearly all the MARC records make them a resource it would be foolish to ignore. Furthermore, I would argue that LCSH as it is provides enough cross-references and enough term hierarchies to enable effective subject searching in the vast majority of cases, and where links are lacking or additional cross-references from natural-language terms are needed, there is really no reason why these cannot be supplied locally.[6]

Maintaining the Reference Structure

This last consideration brings us to the inevitable question

of how your friendly local technical services department would implement and support this type of subject access. Initial tasks include building a clean file, programming the user interfaces, and loading the cross-references. Ongoing tasks include monitoring updates, loading the cross-references for the new headings, and implementing heading changes in all affected records.

The key to accomplishing these tasks quickly and almost invisibly is the Library of Congress Subject Authority Tapes. Available for less than two years now, these tapes contain authority records (including cross-references) for every heading and heading/subdivision combination found in LCSH.[7] The retrospective file of 160,000 records presently costs $680, while a subscription to the tapes for $2700 provides the weekly updates (Cataloging Distribution Service 1987, 10).

These tapes could be loaded into the online catalog as an authority file which would link the subject headings in each bib record to their cross-references. In other words, as a new bib record enters the catalog, its subject headings would enter the file, and software in the catalog would draw from the authority records the cross-references, add them to the file, and create the displays for them. Related terms not found in any bib records would not be added to related-term displays until bib records containing these terms entered the catalog. Changes in subject headings would trigger a global-change feature that would make all

necessary adjustments in the bib records and the subject file.

All this would be done automatically for a subscription cost equivalent to one-quarter FTE support staff (three months' pay for a Library Assistant II at UNL). The Subject Authority Tapes would also serve as a widely-available cataloging resource, eliminating the need for LCSH print and microfiche subscriptions. (Smaller libraries, however, might want to buy only the retrospective file and wait for the likely cumulation of the updates for a reduced price.)

Key Elements

From this description we can identify several key elements of a successful subject-heading search capability utilizing cross-references and related-term displays. These include: ability to browse an alphabetical file; ability to access a heading by entering a number; interfiling of cross-reference terms with valid subject headings, and making them searchable as well; and automated file maintenance using the LC Subject Authority Tapes.

CONCLUSION

The advent of the online catalog, with previously unimaginable storage and retrieval capabilities, has created lofty expectations among both librarians and patrons for subject access to collections. Many of these expectations center on the potential for keyword searching of bib records, tables of contents, even complete texts. But free-text searching, while

often increasing the number of items a patron can choose from, cannot guarantee that all relevant items on a desired topic are found (unless, perhaps, the user carries along a copy of Roget's Thesaurus). Also, when we go online, we want to be sure that the untutored or occasional searcher gets as much help as it is feasible to provide.

Controlled subject headings remain an indispensible tool for organizing and interpreting the collection to provide subject access. When implemented properly, with hierarchical displays and plenty of cross-references, they are as user-friendly as a system can get without actually reading the user's mind. The online technology now available makes possible and economical not only free-text searching, but also the provision of an adequate subject-authority structure for patrons. Free-text searching is a powerful tool which should be made available, but libraries going online should not overlook the potential of a subject reference structure for easy and effective subject access.

NOTES

1. Markey (1984, 75-78) lists 41 traditional-catalog use studies reported since 1964, showing a high of 62, a low of 10, and a median of 40 percent subject searches.

2. Such a file-browsing capability is available in Dialog, in the Library of Congress' SCORPIO, and in Ohio State's LCS, among others. See Markey (1984, 42-43).

3. OCLC is a system which makes extensive use of group entries.

4. These or similar suggested improvements can be found in Markey (1984, 91-97, 106-115) and in Piternick (1984, 443).

5. Cochrane (1984, 336-337) gives a resume of LCSH criticisms.

6. Piternick (1984, 444) describes a cooperative project currently underway to add cross-references to LCSH.

7. For details see Dulabahn (1986).

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BETTER ACCESS THROUGH AUTHORITY CONTROL

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ABSTRACT

Authority control is the use of a unique and consistent form of name, subject term, or uniform title as a heading in the library's catalog. Its purpose is: 1) to assure that all cataloged items by the same author or on the same subject will be found together, and 2) to provide references from the forms of names and terms not used in the catalog to those used. This paper discusses why authority control is necessary for good access and how it can be achieved.

"Access" and "authority control" are topics which have come into prominence in the 1980's. Both appear frequently in the literature and have been the subject of numerous discussions and presentations at library meetings. "Access" as a term is relatively new in library usage, however the idea is not. Libraries have long been concerned about access to information. "Authority control" is experiencing a resurgence, a renewed interest by the library world, stimulated by the adoption of the Anglo-American Cataloging Rules, second edition (AACR2) in 1981 and the effect this has had on the usability of the library's catalog.

The term "access" in libraries is found in several contexts. It is used to discuss the library being physically accessible to patrons, the library hours being convenient to the public, the materials being physically accessible (open or closed stacks) to users, and the users being able to find the information they need.

One way to make a library more accessible is to make its collections more available. Libraries collect materials on a wide variety of subjects (or aspects of a subject) and in several different formats. It is a veritable storehouse of material and information. Potential users are in search of a particular item, information on a specific topic, or an answer to a question. The library's catalog is one way to get the users to the information they need. In essence the catalog is a general index to the materials housed in the library, and the quality of the catalog will determine the user's success rate in finding the desired item or information.

A library catalog consists of bibliographic descriptions of items in the library. To each of these descriptions, a cataloger assigns headings, also known as access points, to create a bibliographic record. An access point is a name (person or corporate), subject term, title, series, or call number under which a bibliographic record may be searched and identified. Because of its machine-readable format, a bibliographic record in the online catalog may have additional access points not usually available in other types of catalogs. Some of these are ISBN, ISSN, Library of Congress card number, government document number, and music

number. This information may be on a catalog card as part of the bibliographic description, but unless it is designated as an access point with a card created and filed for the heading, it is not searchable in the catalog.

In 1876 Charles Cutter published his Rules for a Dictionary Catalog. These principles continue to be the guidelines for most of today's catalogs, not only card catalogs, but also book, microform and online catalogs. Basically Cutter stated that a catalog should enable a person to find a book if the author, title, or subject is known (the finding function). The catalog should also show what the library has by a given author, on a given subject, and in a given kind of literature (the gathering or collocation function). In other words, all cataloged items by the same author should be found in the same place in the catalog. Patrons should not have to hunt in several areas or try to guess if there are other headings in the catalog for the same person or organization. Only the persistent patron will continue to look for other possibilities. Likewise, all items on the same subject should be found in the same place. In addition, references from variant forms of names and subject terms to the forms which are used in the catalog and between names that have changed need to be made and placed in the catalog.

Authority control is the use of a unique and consistent form of access point. Each must be unique in order to differentiate it from a similar access point, so as not to be confused with another heading. It must be consistent so it appears in the same

form throughout the catalog. Without being both unique and consistent, retrieval from the catalog will not be at its best, and in some cases it may even be impossible. This can result in the user not finding the needed item or complete information. In other words, good access is lacking.

Why is authority control a problem? Authors do not consistently use the same form of name, organizations change their name, merge, and divide. Publishers do not always use the same form of name on all the publications of a series. To complicate the problem, subject heading lists from which catalogers select terms for access points are updated to keep up with current usage. Cataloging rules which give direction for how name headings are formulated are revised periodically. Since the adoption of AACR2 in 1981, Library of Congress has changed the established form of hundreds of name and series headings. Consequently, catalogs must deal with both name changes and heading changes. For all these reasons, a consistent and unique form of entry is difficult to maintain in a catalog without some kind of control. (See Table I.)

To achieve authority control, the first step is to establish the heading in a unique form. Library of Congress' authority file and AACR2 are two library tools which can be used. Secondly, a method of recording the the established heading is needed. Some libraries create their own files of authority records. These records give the established form of heading, and may also include such information as variant forms, sources used to establish the heading, notes needed to explain relationships to other headings,

TABLE I

Examples of Names, Series, and Subject Terms
Which Present Authority Control Problems

1. Authors who write under more than one form of name or several different names or who are known by more than one name:

Bruce Phillips writes under:

B. D. Phillips	Bruce Phillips
Bruce D. Phillips	Bruce Dalton Phillips

Library of Congress chose: Phillips, Bruce D. (Bruce Dalton).

Eleanor Hibbert uses several pseudonyms, some of which are:

Jean Plaidy	Eleanor Burford
Victoria Holt	Philippa Carr

Library of Congress chose: Plaidy, Jean, 1906-

Willem de Fesch is known by several names, some of which are:

Guglielmo Defesch	Willem de Feghe
William Defesch	Willem du Feche
Willem de Veg	Guillaume Defesch

Library of Congress chose: Fesch, Willem de, 1687-1757.

2. Organizations change their names and are known by terms other than their official names. The follow is an example:
   American Institute of Electrical Engineers.
   Institute of Radio Engineers.
   Institute of Electrical and Electronic Engineers.
   IEEE.

   Library of Congress uses the first three, all which have been official names of the organization, and makes a cross-reference from the acronym, IEEE.

3. A series name may appear in different forms. The following is an example:
   Report
   MRG report
   Minority Rights Group report.

   Library of Congress chose: Report (Minority Rights Group).

4. Subject headings change to reflect more current usage:

Aeroplanes	changed to	Airplanes
Near East	changed to	Middle East
Children--Management	changed to	Child Rearing

indication of cross-references made for the catalog, the date the heading was established, and the cataloger's initials. This file may be manual or online. Other libraries use Library of Congress' authority file which is available online through such sources as OCLC and RLIN, and also on microfiche, to establish headings and needed cross-references. However, this method does not provide for locally established headings, for local notes and adaptations to headings in Library of Congress' file, or for a record of headings and cross-references that have been used in the catalog. It does, however, take less time and money, but is not as effective.

In addition to the record of the established form, there must be a link to the appropriate bibliographic record. In card, book, and microform catalogs, these are typed "see," "see also," and information cards or entries. They direct library users from the form of heading not used to the form which is used; they link related headings; they give the user information when a "see" or "see also" reference is not sufficient.

In an online catalog, the method of l ıking depends on the system. Some systems do not have any authority control subsystem; some have it planned for the future; and others have varying degrees of an operating module. A system with full authority control provides for an authority file with authority records linked to the bibliographic records. If a variant form of the name is searched, the patron will be directed to the heading which has been used. Optimally, this is done without having to retype

the search. In searching for a name which has changed, the authority control module will display a list of hits that matches the search, plus information about related terms to search.

A system without authority control can achieve a degree of consistency and uniqueness if at the point of cataloging the headings used are taken from an established list such as Library of Congress' authority file. When incorrect headings are located in the database, they can be changed. However, no online linking structure is available. Thus a patron may not find the item needed because the correct form of the heading was not searched. This can drastically limit access to the collection.

How can authority control provide better access? It assures consistency and uniqueness of the headings used in the catalog, meeting Cutter's finding and gathering functions. It also provides a cross-reference structure to assist the patron who approaches the catalog using a form of heading or subject term which is not used in the catalog and gives the user the ability to find the heading which is used. This provides optimal access to the library's collections, and hopefully, results in more satisfied users.

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ENHANCING ACCESS TO THE OCLC DATABASE: THE UNL EXPERIENCE

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ABSTRACT

In January, 1986, the Cataloging Department of the University of Nebraska-Lincoln Libraries became part of the OCLC Enhance Program. After being screened and trained by OCLC, UNL was authorized to correct and expand other OCLC member-input bibliographic records, subject to certain guidelines and restrictions. Enhance libraries agree to change portions of records that are incorrect according to current AACR2, Library of Congress, and OCLC standards, but to avoid the imposition of local policies that might conflict with those national standards. UNL's experience as an Enhance library has been fairly predictable, with a few unanticipated results.

The Enhance function was established by OCLC in 1983 as a method of quality control for the OCLC Online Union Catalog. It was modeled after the CONSER project, which is a mechanism for updating and correcting records in the serials format only. Enhance expanded the quality control capabilities of OCLC member libraries to books and other formats. Until fall 1985, Enhance authorization was required to upgrade minimal level records with

Encoding levels such as K and O. The Upgrade function now allows anyone using the OCLC cataloging system in the full mode to expand and correct minimal level cataloging records. The Enhance capability is now reserved for additions and corrections to records with Encoding level I, as well as L and J.

The basic procedure used for Enhancing an OCLC bibliographic record is the same procedure used for Upgrading a record. The record must be locked before any modification is made. Any authorization of full and above can lock a record. After editing, the replace command is given. Any authorization of full and above can replace a minimal level record, but Enhance authorization is required to replace an I level record. Finally, the cataloger must reformat and either update (to ensure that local data is included on the library's tape) or produce cards.

If you are familiar with the Upgrade function, you might think of Enhance as an upgrade of a Level I record. Because Enhance involves the replacement of full rather than minimal level cataloging records, Enhance authorization is restricted. Libraries must apply for Enhance authorization and are chosen through a selection process in which cataloging records they have input are examined by the OCLC Online Data Quality Control Section (ODQCS). A library can be disqualified by a single serious error, such as input of a duplicate record, violation of input standards or cataloging rules, or failure to check the authority file. If Enhance authorization is sought for more than one format, a separate application must be made for each one.

After a library is accepted into the Enhance program, at least one staff member is required to attend a one-day workshop provided by OCLC. Since the Enhance procedure itself--lock, edit, replace, produce--is relatively simple and straightforward, the training session focuses on standards and policies. Enhance libraries learn what they should and should not do with their new capability. Put very simply, a record should be Encoding level I after being Enhanced, all headings should be searched in the online Name Authority File, data should not be deleted unless clearly incorrect, and local cataloging policies should not be imposed on the record. When a library begins to Enhance, it is monitored closely by OCLC, submitting "before and after" printouts and contacting OCLC with specific questions.

Enhance libraries are cautioned to be very conservative when changing a bibliographic record. Libraries must be very careful in distinguishing local cataloging policies and practice from national cataloging standards and must not impose their own local practice on the cataloging records of other libraries. Enhance libraries must be very aware of the requirements for I level records as stated in Bibliographic Input Standards, as well as the cataloging standards imposed by AACR2 as interpreted by the Library of Congress. Catalogers who Enhance must also keep in mind any options that may be exercised within those national standards and must remember that another library may have chosen to follow options that their library has not.

Enhance libraries may add information not already in a record--call number, subject headings, and various access points--but should be very cautious about deleting or changing anything already in the record. Call numbers can be changed if they are obviously incorrect, e.g., they are formatted incorrectly or contain obvious typographical errors. An Enhance library may also change a call number if a revision in the classification schedules would make the present number obsolete. Enhance libraries should not replace a call number if it does not agree with the classification they would have chosen for the item--that would be an imposition of local policy. In special cases, an Enhancing library may add a second call number: for classed together vs. classed separately call numbers for monographic series, and literature numbers vs. PZ numbers for fiction.

After a record is replaced, an Enhance library is then free to edit the record according to local practice before updating or producing. At the University of Nebraska-Lincoln, most of our local editing of Enhance records involves call numbers. We may choose to expand a cutter number, add a date, add an x to the end of a call number, or use an entirely different classification, but we do that <u>after</u> we replace the record. Subject headings may also reflect local policy. Enhance libraries should not delete headings, but should modernize obsolete ones and perhaps add some subdivisions to very general ones.

Enhance libraries must check all name headings, including series, against the online Name Authority File, just as they

should when inputting a new record. Because series headings are a fairly recent addition to the Name Authority File, many records already in the Online Union Catalog must have the series corrected to agree with the form and tracing practice established by the Library of Congress. If no record for a series can be found in the authority file, the Enhancing library should honor the inputting library's practice, even if it does not agree with the Enhancing library's practice. Local editing of a series, to change a traced series to not traced, for example, must be completed after the record is replaced, if no series authority record was found.

Enhance libraries are primarily concerned with adding or correcting access points, such as name headings, subject headings, uniform titles, and call numbers. They do look at descriptive cataloging too. While not required to recatalog Enhanced records to AACR2 description, at UNL we usually will. (If we don't change a record to AACR2 description, we must add subfield w values to headings, and this is usually more tedious than modernizing to AACR2.) We are also encouraged to watch for and correct errors in filing indicators, fixed field dates, and tagging of name headings.

Enhance authorization does not allow a library to correct records input by national libraries (such as DLC or UKM). However, it is possible to Enhance Library of Congress cataloging <u>input</u> by a member library. Enhance libraries may report duplicate records encountered in Enhance work, but are not required to do so. Duplicates do turn up regularly when we Enhance and Upgrade.

Records needing to be Enhanced or Upgraded may lack key access points, making searching difficult, so that duplicates may have been entered inadvertently, even though the inputting library tried to search first.

At UNL, the majority of the records we Enhance involve the addition of an 090 call number field, usually because the original record had a Dewey or medical call number. Books in science and medicine typically need additional subject headings. We do not correct as many name headings through Enhance as might be expected because of the way name authority work is handled in our workflow.

Speaking of workflow, we had been warned by OCLC and other Enhance libraries that we could expect to change our cataloging routines drastically as a result of our participation in the Enhance program. And we might experience a significant decrease in production as we rearranged workflow and rewrote procedures. The Library Assistants responsible for online cataloging expressed some anxiety over the possible effects on their statistics. Surprisingly, we made a very smooth transition to Enhance. It is the only major change in procedure I can recall that actually involved fewer people than we had anticipated. This came about, not through careful planning, but [illegible]lly by chance. Some changes that had been made in the cataloging workflow several years earlier eased the transition to Enhance, although we could not have foreseen this. Since OCLC had added the Upgrade function in fall 1985, at about the same time we learned we had been accepted for Enhance, we decided to begin both procedures after training in January 1986.

We also decided to follow the same routine for Upgrade as for Enhance. The only real difference is that we use a different authorization when we produce.

At the time we were accepted for Enhance authorization, Library Assistants were producing records online when they could find usable copy. Printouts of some records would be sent to professional catalogers for review, typically those requiring the addition of call numbers, subject headings, and series decisions. The catalogers would make the necessary corrections and additions to the printouts and then separate them into two categories. "Express" printouts requiring little editing went back to the LA's who had sent them out. Printouts requiring extensive editing were edited and saved by LA's trained as inputters and then were revised and produced by higher level LA's. When we started to Enhance, the express printouts continued to be handled as usual. The printouts requiring extensive editing became prime candidates for Enhance or Upgrade and the catalogers made the decision to Enhance as part of the normal workflow. The inputters again edited and saved, but now they had been trained to lock the Enhance or Upgrade records (identified by colored flags inserted in the books). Records to be Enhanced or Upgraded went to the Principal Cataloger for revision and production, instead of to the revising LA's. A final check was made of the Name Authority File and the Online Union Catalog was searched to check for duplicates and to make sure the record had not already been Enhanced. As it worked out, the new Enhance procedure directly affected the professional

catalogers and, to some extent, the inputters. It had little or no effect on the workflow of the LA's who were online catalogers.

After about a year and a half, we are Enhancing and Upgrading as a matter of course. Catalogers target printouts for Enhance as the printouts come to them for professional decisions. There are no quotas, although the statistics for Enhance are relatively stable from month to month. There are no backlogs of materials for review for Enhance and catalogers do not go out of their way to look for records to Enhance. In the beginning, though, we had to resist the urge to seek out items to Enhance and had to turn away books other sections had "found" for us. The OCLC Enhance Training Outline states that Enhance is designed for use within normal cataloging workflow. We have found that Enhance works for us and doesn't bog us down if we follow that principle and try to remember that our catalogers are primarily concerned with cataloging, and not with recataloging or OCLC maintenance.

The benefits of Enhance have been what we expected. There is a small financial credit from OCLC (equivalent to a first-time update). There is a sense of pride for our local cataloging, first for being selected for Enhance through a competitive process and then for knowing that our extensive editing of member records will not be lost but will help improve the quality of the OCLC Online Union Catalog.

We had anticipated that our Enhance capability would be an aid in recruiting catalogers. One candidate in a current search mentioned the opportunity to Enhance as the aspect of the job that

attracted him to apply. On the other hand, Enhance expertise made some of our catalogers attractive to other libraries, including another Enhance library.

Our experience with Enhance has helped us to take a more objective look at our local cataloging policies. We recently revised our series policy so that we now follow Library of Congress authority records for all new series decisions. Although it was not the only factor involved, our experience with Enhancing bibliographic records to agree with LC's series practice, only to reformat and change them to reflect our local practice, had some impact on our decision to amend our policy. Our experience with Enhance has forced us to look closely at some of our local cataloging practices and to question the value of some of our idiosyncrasies in a world of shared cataloging.

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THE PUBLIC ACCESS LIBRARY SYSTEM AT THE CREIGHTON HEALTH SCIENCES LIBRARY

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ABSTRACT

The Public Access Library System (PALS) has been up and running at the Health Sciences Library since January, 1987. This presentation will demonstrate the online and circulation components of the PALS system. An opportunity for hands-on experience by the audience will follow the presentation.

AN EXAMINATION OF SEXUAL ROLES IN NEWBERY MEDAL WINNERS, BY HISTORICAL TIME PERIOD

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ABSTRACT

This paper will examine the roles assigned to girls and women in Newbery Medal winners for two time periods. The first time period is from 1946-1950, and the second from 1976-1980. A comparison of the two time periods will be made. Three concepts will be examined in the books. First, can girls and women develop physical confidence and strength without a corresponding loss of "feminity." Second, is the self affirmation made by girls and women complimented by, or dependent on, the affirmation of boys and men. Finally, do the books tiresomely use the phrase "tomboy." A short overview of the Newbery Medal's importance will be made at the beginning of the paper.

The Newbery Medal has been awarded annually since 1922 to the author writing the most distinguished book in children's literature in the United States.

The recipient must be a resident or citizen of the U.S.A. The American Library Association for Library Service to Children administers the award. Evaluation of the books is made by the John Newbery Award Committee. The winner is announced at the ALA Midwinter meeting, with the medal being presented during the ALA annual conference.1

Frederic Melcher, a New York publisher, inaugurated the concept of the Newbery Medal. Melcher, like his publishing predecessor John Newbery, understood the commercial possibilities of children's books.2 The publisher's interest was both altruistic and mercantilistic. Melcher understood that children developed emotionally and intellectually through reading children's books. Fortunately for the publishing industry, this growth also led to a higher profit margin for publishing houses. Newbery had grasped this idea two hundred years earlier. Naming the award after John Newbery was not only complimentary, but historically accurate.

The award has continually sparked interest and controversy. The qualities making a book "most distinguished are the primary areas of debate. Frequently, the "most distinguished" book becomes synonymous with the "best" book that year. This lack

of adequate definition continually creates problems.3 Given the prestige the medal endows on a book, this problem is hardly insignificant. Students are sometimes encouraged to read Newbery winners by teacher and librarians due to their alleged value and significance.

The second major problem is whether children will read the Newbery winning books. If the Newbery winners are the best books, why don't students eagerly seek them out. This raises the question of who is defining the classics of children's literature. If children do not enjoy a book, can the work be considered a children's classic? Some research by school librarians indicates that many Newbery winners are not read frequently.4 Should we therefore consider these books classics in the field of children's literature?

Having read numerous Newbery winners, I feel some of this criticism is unjustified. Interestingly enough, sometimes the medal winning book does not appear to be significantly better than the honor books however.5 Occasionally, the committee has selected winners I found to be dull and uninteresting, while others, as my study will demonstrate, exhibit prejudice and sexism. As a class however, the Newbery winners

are an outstanding collection of books, and make a "significant" contribution to children's literature.

The issue of actual use poses several problems. While books must be read to be useful, the circulation rate of books does not necessarily imply worth. The same librarians reporting the paucity of check-outs of Newbery winners most likely realize that heavily circulated books are not always intellectually demanding. Few would deny the greatness of Hamlet or King Lear, but how many times a year do these plays circulate? If circulation rate is established as the criterion of excellence, a Harlequin romance may be the next Newbery winner. While a book must be read to be a classic, the intrinsic quality of a work can never be adequately judged by the number of check-outs. The qualities making a book "most distinguished" may not be known immediately by the reader, but may slowly germinate into positive life changes later.

Since the Newbery medal books cover such a long period of time, I have chosen two time frames for my study. The first period is 1946-1950. This era was the beginning of the Cold War and tended to represent traditional values.6 The second period is 1976-1980. Unlike the first era, this time period is marked by

continuing societal changes affecting family structure and sexual role identity.7

The roles assigned to girls and women in the Newbery Medal winners will be examined and contrasted for the two periods. Three concepts will be analyzed in the books. First, can girls and women develop physical confidence and strength without a corresponding loss of "feminity." Second, is the self affirmation made by girls and women complimented by, or dependent on, the affirmation of boys and men. Finally, do the books tiresomely depict adventurous girls as "tomboys." The group, Feminists on Children's Literature, have utilized the first and third concept in their pivotal 1971 study.8 The second theory is a personal idea relating to the quality of humanness I hope the Newbery winning books project.

The Newbery winning books for the first time frame are: Strawberry Girl by Lois Lenski (1946); Miss Hickory by Carolyn S. Bailey (1947); Twenty-one Balloons by William P. Du Bois (1948); King of the Wind by Marguerite Henry (1949); and Door in the Wall by Marguerite de Angeli (1950). The Newbery winning books for the second time frame are: The Grey King by Susan Cooper (1976); Roll Of Thunder, Hear My Cry by Mildred D. Taylor (1977); Bridge To Terabithia by Katherine

Paterson (1978); The Westing Game by Ellen Raskin (1979); and A Gathering Of Days by Joan W. Blos (1980).

Strawberry Girl is an exciting story of the Boyer family's settling a farm in the "piney woods" country of Florida. Throughout the story the entire family exhibits progressiveness, courage, steadfastness and caring in the face of bigotry and natural disasters. The female protagonist is Birdie Boyer, the strawberry girl. Birdie plants strawberrys, cleans the house and takes care of other domestic affairs. Repeatedly the reader is exposed the courageous, strength-filled side of Birdie's character.

Another incident showing Birdie's strength occurs during a forest fire. Birdie rides through the fire to the Slater house to get help. While bravery is shown throughout the book, Birdie has a compassionate side. When the Slater mother and children fall ill, Birdie helps nurse them back to health. Upon the reopening of the school at the end of the book, Birdie stands with Shoestring Slater while he ackwardly tries to be admitted into class.

Strawberry Girl portrays females in a positive manner. While Mrs. Slater is a brow beaten creature, her plight stems more from the violence and

destitution of the social situation than the fact that she is a woman. Birdie and Mrs. Boyer are consistently projected in wholesome roles. They are both strong and self-directed while being compassionate and needing to be loved. Lenski is clearly an early advocate for the development of characters in children's books being based on strength, kindness and humaneness.

Carolyn S. Bailey's 1947 Newbery winner is the anthropomorphic story of an apple-wood doll named Miss Hickory. With a hickory nut for a head, Miss Hickory holds extremely rigid views about life. As a matter of fact, the less life changes, the happier Miss Hickory's state of mind. Unfortunately Miss Hickory is left behind when the family she lives with moves to Boston. Cast aside, she would have perished but for her friend, Crow. Flying her to an abandoned bird's nest in an apple tree, Crow helps Miss Hickory establish a new home.

While Miss Hickory has some redeeming qualities, for the most part traditional sexual stereotypes are evoked by the characters. Miss Hickory is prim and proper with an intense desire to have everything in its place. Male characters such as Crow and Squirrel save Miss Hickory or lead her to new adventures never possible autonomously. The hen pheasants represent the

worst female images in the book. Apathetic and full of gloom when cast out of their nests, they are rallied by Miss Hickory to form the Ladies' Aid Society. They show little initiative however and mindlessly eat a pile of corn all winter. During the parade of animals the hen pheasant walks a "respectful distance behind Cock."9 These repeated images of female ineptitude or extreme rigidness become trying as the story progresses. The male images are equally stereotyped with the cock pheasants representing arrogance, conceit and brutality. Filled with limiting stereotypes, this book will do little to help children positive sexual images.

The Twenty-One Balloons by William Pene Du Bois is a fanciful adventure story. Professor William Sherman retires from teaching mathematics and begins a balloon trip around the world. After departing from San Francisco and travelling for several days, the professor crashes on the volcanic island of Krakatoa. There, Sherman encounters an incredibly rich society based on diamond sales. Krakatoa has immense quantities of diamonds everywhere. The inhabitants, all native San Franciscians, trade the diamonds and live in incredible wealth. Several days after the professor's arrival, the volcano forces all the flee in

a balloon. Krakatoa completely blows up later. All the former residents of Krakatoa parachute to safety while Sherman continues on the balloon trip until crashing into the Atlantic Ocean. Rescued from sure death in the ocean, the professor becomes a national hero for attempting the trip.

For the purposes of this study, The Twenty-One Balloons is not particularly relevant. Very few female characters are presented in the book. Women are ignored for the most part in the book. Most of these women and girls are wives and daughters of the male Krakatoans. Consequently, there is practically nothing to analyze regarding female sexual roles. The sexism apparent in the book stems more from an uncritical acceptance of paternalistic mores, than an attempt to portray women negatively. Since most of the book concerns the adventures of a single individual, Professor Sherman, the lack of female characters could have little significance. The author could be telling the readers of the adventures of one man not meaning to infer anything else.

King of the Wind by Marguerite Henry is the touching story of a mute Moroccan boy, Agba, and the royal stallion Sham. The colt is born with an unlucky sign, the cross-graining chest hairs resembling a wheat

ear, and a lucky sign, a white foot. The stable groom decides to kill Sham due to the unlucky sign, but relents when Agba lifts up the colt and shows the white foot. The two signs continually represent what happens to Agba and Sham.

Unfortunately the care and concern the author takes in developing the character of Agba is not used in the development of the female characters in the book. Mistress Williams, a castrating shrew, represents the worst images of women. Browbeating her husband while ordering everyone about, Mistress Williams is a loathful person. Loud, meddlesome, crude, manipulative and tyrannical, she conjurers up nearly all the unpleasant images of women in literature. Mistress Williams falsely accuses Agba of stealing and has the boy thrown in Newgate Jail. The other two female characters, Mistress Cockburn and the Duchess of Marlborough, rescue Agba from Newgate Jail. Both women are portrayed as kindly, well intentioned people. Certainly a welcome relief from Mistress Williams. However, both women tend to be somewhat one-dimensional characters. For the most part, they represent goodness and do not have enough other traits to make them memorable characters. All the female characters have minor roles in the story which may be

explainable by the fact the book is about a horse and boy. But the limited or negative development of females is very unfortunate because Henry has carefully crafted numerous admirable and courageous characteristics into Agba. This makes it is difficult to know whether to recommend this work for the beautiful relationship between Agba and Sham or criticize the work for its portrayal of women.

The final book for the first period is Door In The Wall by Marguerite De Angeli. This is a poignant story of a handicapped boy's quest to find value in himself. Set in medieval England, the handicapped boy, Robin, is cared for by kind Brother Luke. Together they venture to a distant castle which is then besieged by Welsh invaders. When all appears lost, Robin swims across the moat and hobbles to a nearby to a nearby village to rally help. Soon, troops arrive and the seige is lifted. By using his courage, Robin finds the "door in the wall" Brother Luke has spoken of. This helps Robin accept himself and the handicap.

Women play very minor roles in the book. In these few cases, women are always seen in nurturing roles. Nothing particularly negative is ever said about women, but they have very little impact on the story. While this book should be recommended for its treatment

of handicapped people, the writer finds very little to analyze in the female characters of the book.

The Grey King by Susan Cooper is the fourth book in a series named The Dark Is Rising. Set in Wales, the work begins with Will Stanton visiting family to recover from an illness. Will soon meets a young boy named Bran Davies and both boys begin a inward journey leading to a discovery of ancient beings. These ancient beings have great power over good and evil. Through a series of fascinating adventures, Bran and Will find they too are ancient ones and desire to serve the light. The forces of dark, however, threaten to overtake the community. The milgwn, large grey-white foxes begin killing sheep in the area. The villain of the story, Caradog Prichard blames the killings on Bran's dog Cafall. When a forest fire breaks out, Caradog shoots Cafall in a fit of fury. What has actually happened however, is that the milgwn was chased by Cafall as it was killing a sheep. Since the milgwn is invisible to all but the ancient ones, Prichard mistakenly thought Cafall was going to kill the sheep. After this episode, Bran and Will are given a golden harp by Ancient Lord Merrian to wake the ancient ones sleeping in the Lake Tal y Llyn. Caradog under the influence of the Dark, tries to take the

golden harp from Will so that the sleepers may never wake. Shrewdly, Will removes the harp from the cover and plays the instrument. Instantly, the sleepers arise from the lake and are freed to aid the cause of Light. Before vanishing, the sleepers bow to Will and Bran in acknowledgement of their ancient heritage. With the light freed, the forces of dark collapse the mind of Caradog Prichard into insanity.

This is a fanciful adventure filled with mystery and suspense. The protagonists are both young boys. Within the story, few women have roles. No women are portrayed in strong, independent roles. Some of this might be explainable by the fact that the power in Arthurian times was held by men, not women. The lack of female independence could just be the author's acceptance of the historical period, or the placement of the book in The Dark Is Rising series.

Katherine Paterson's Bridge To Terabithia is the moving tale of two children helping each other grow and develop. The story begins with Jess Aarons running around a cow field to try to be the fastest boy in the fifth grade. Building up strength, Jess confidently feels he can defeat the other boys in the race. When the race begins a new girl in school, Leslie Burke wins the race. The boys are crushed. In the passing weeks,

Leslie and Jess develop a growing friendship. Leslie's parents are writers attempting to reorganize their lives in a rustic setting. Jess's people are poor white folks struggling to make it in life. Leslie opens new horizons to Jess when they build the magic kingdom of Terabithia.

Several hilarious scenes happen throughout the book. In one scene, Jess is afraid to speak at the Burke because he feels then they will know how really "dumb" he is. The writing describing this scene is wonderful. Another scene has Jess fantasizing about telling a doctor that his heart and lungs are okay, what he really needs is a "gut transplant." Paterson treats both children with kindness and compassion. In a painful ending, Leslie tragically dies. Jess begins overcoming the loss by giving to his younger sister, May Belle.

While the focus of this paper is on the development of female roles, one would be lax not to mention the development of Jess throughout the book. Jess changes from a frightened boy trying to act important to a youth capable of giving himself to others. By the conclusion of the book, Jess has become a care giver.

I felt this book had the healthiest sexual images in the study. Jess and Leslie are developing human beings capable of touching and giving life to others. Their sexual identity doesn't matter to the reader because we want to know them as people. Some might criticize this lack of sexualness as the book develops, but I felt the evolution to human growth regardless of sex is powerful and wholesome.

The Westing Game by Ellen Raskin is the next book in the study. Sixteen people are invited to the reading of Samuel W. Westing's will. Paired, the people are given $10,000 and given a set of clues. The purpose of the clues is to find out who murdered Sam Westing. Each member of the group has a relationship with Westing and must help solve the mystery. The person winning the game will receive the vast wealth of the dead millionaire.

There follows a series a series of blizzards, burglaries and bombings while the mystery unfolds. The reader discovers that Westing is both a cruel and kind man. Most of the people in the game have been hurt and helped by their relationship with Westing. After an elaborate set of leads has been followed, Turtle Wexler unravels the mystery at a suspenseful trial. All the characters receive a substantial financial reward, and

Turtle discovers what really happened to Samuel W. Westing. The book concludes with Turtle serving as Mr. Westing's personal lawyer, having completed business and law school. In the final paragraph of the book, Turtle plays chess with her niece, Alice. Chess is the game that Mr. Westing had always used to test and mold people's character. In this touching scene Turtle begins grooming Alice to become the heir to the Westing corporations, teaching the little girl what Sam Westing had taught her.

The sex roles in The Westing Game are basically positive for women. Though some women act silly at times, Raskin allows them the possibility of growth. Turtle's mother, changes from a self-centered snob to a successful businesswoman. Angela, Turtle's sister, asserts her individuality and refuses to marry the intern until the marriage is on equal terms. Even the cleaning lady and the secretary though never world beaters, are drawn creatively. This book should be recommended for the wholesome images presented.

A Gathering Of Days by Joan W. Blos is a historical novel of a young girl's life in early 19th century New England. Catherine Cabot Hall lives with her father and family on a small farm in New Hampshire. Her life is an account of the historical times.

Snowstorms, school work, household duties and family responsibilities make up Catherine's life. Throughout the entire book, Blos presents the simple household assignments of Catherine in a wholesome manner. The reader sees the benefit the family receives from the simple responsibilities of a young child. When Catherine's friend Cassie dies, the reader is genuinely grieved as well. The strength of Catherine is shown in her helping a runaway slave get to Canada and her acceptance of a step-mother. Calling the new Mrs. Hall "Mammann" Catherine begins building a healthy relationship with her new stepmother.

The plots in this story are simple and enjoyable. Catherine does what most young girls did in pre-industrial America, that is knit, study, clean house and help with the farming. Though Catherine is not seen in non-traditional roles, the reader does not sense societal limitations and restraints in her character. Rather the book seems to be a re-telling of the past in which the roles men and women played were dictated by the times as much by conscious demand. The female characters are presented as genuine people living out roles necessitated by historical situations. These girls and women innately know the value of their

work and appear content. Due to these considerations, I would say the book has little sexism.

Roll of Thunder, Hear My Cry by Mildred D. Taylor is the powerful saga of a black family struggling to succeed in Mississippi during the 1930's. The novel describes the racism prevalent at the time and the Logan family's intense courage and familial commitment in response. Unlike most blacks in the book, the Logans own their land and are determined to keep it. After several incidents of racist attacks on blacks, the Logans form a coop to help end the economic slavery still in effect. Backed by a sympathetic white lawyer, Mr. Jamison, the boycott frightens the white power structure. Those powers, represented by Harland Granger, want a resurrection of the pre-bellum South, and deeply resent blacks taking control of their lives. Despite the risks, the Logans carry out the boycott. This causes a chain of events culminating with a black youth nearly being lynched by a violent white mob. Mr. Jamison courageously stalls the mob at Harland Granger's mansion. Meanwhile, David Logan starts a fire in the fields that quickly spreads. The fire distracts the mob and saves the youth's life. Granger tells the sheriff to take the lad while ordering the crowd to fight the fire. During the

conclusion, Cassie, the female protagonist realizes her father deliberately set the fire to disperse the mob. This sobering reality concludes with Cassie crying for the jailed youth and her family's land.

Taylor does not go to great lengths to purposely develop women. She has little need, for surviving requires strength. Cassie, her mother and grandmother (Big Ma) are strong willed, independent people. Interestingly enough, they don't see their self-directedness in a liberated female sense, due to their struggles for basic freedoms. Big Ma sits up all night with a gun when the family is in danger from the night riders. Mary, the mother, glues a page over each school book with the word "nigra." Cassie cleverly gets even with Miss Lillian Jean after being publically humiliated by the white girl. All the female characters in the work repeatedly show strength and courage.

The works from the 1946-1950 time period tend to have the least positive images of women. Three of the books, King of the Wind, Door In The Wall and Twenty-One Balloons have very few female characters. These characters tend to be one dimensional figures with little development. The women are either kind and

nurturing or mean and domineering. Mistress Williams in King of the Wind is an illustrative example. The Mistress is a crude, manipulative, mean battle-ax. Her frightened husband is justifiably afraid, while she loudly orders everyone about. The other women in the story, Mistress Cockburn and the Duchess of Marlborough, represent the gentle, caring goodness of women. While goodness is hardly a detriment in character makeup, people usually have other traits as well. The women in this book tend to be flat, one dimensional people. King of the Wind while not violating any of the concepts listed on page 3, has unhealthy images of women. This is very unfortunate, as the story line is both healthy and moving.

Twenty-One Balloons and Door In The Wall do not have enough females to do substantial analyzing. The few women in the books are placed in traditional roles of nurturing and mothering. Neither author shows the women doing much outside of family situations. This render women invisible in these books. While no derogatory remarks are made about women, neither book shows women as complete people. Again, these books do no violate the concepts listed on page 3 due to their

lack of attention or concern for women. Indifference may be the worst form of discrimination.

The protagonist in Miss Hickory is a female wooden doll. Living in a world that is tidy and neat, Miss Hickory symbolizes the school marmish stereotypes of women. Change is something to be accepted if no other possibilities exist. Everything and everyone has a place and nook in life. The one strength of Miss Hickory is an occasional desire to help oppressed women. The hen pheasants would never have gotten out their despair without the assistance of Miss Hickory. These sporadic attempts at changing societal structures are welcome in Miss Hickory's character, but most children however will be turned off by her rigid, finger waving attitude. Regarding the focus of this paper, this book is filled with negative sexual stereotypes. Miss Hickory needs male characters to survive. Her feminity is closely bound to the need to dress and act like a "proper" woman. Fortunately, the book does not ever refer to "tomboys" as Miss Hickory would be appalled at the very idea. Basically, with the exception of a modestly good conclusion, I see little value in this book or the character development of Miss Hickory. How it won the Newbery Medal is a mystery to me.

The best example of a positive image book from this period is Strawberry Girl. Birdie Boyer is a real person capable of kindness and caring while being self-directed and assertive. Repeatedly, Birdie shows love and strength in the story. After confronting the Slaters on their apathy during the forest fire, Birdie rides through the flaming timber to her home. When Mrs. Slater and two young children fall ill, Birdie assists her mother in nursing them back to health. The ending is sentimental and contrived but fairly typical for the period. Above all else, Birdie's character stands out as a well rounded person capable of a wide range of feelings. None of the three concepts analyzed are applicable in a negative manner for this book.

The second period, 1976-1980, contains images of females much stronger and less stereotypical. The Grey King has the fewest female characters of any work in the second period. The few women characters presented in The Grey King are either historical figures stereotyped by time or nurturing mother figures. The women like Gwen, are acted upon by patriarchal figures or are kindly people taking of family. The focus of this book is about magic however, so perhaps the author saw little need to develop strong female characters.

Roll of Thunder, Hear My Cry presents strong character formation of both sexes. Cassie, Mary Logan and Big Ma are presented as strong people capable of experiencing a wide range of emotions. All the Logan females have learned to take of themselves, but are also capable of compassion and love. This makes these characters likeable and easily identifiable. None of the analysis on page 3 really applies to the characters in the book. The personable, caring nature of these women is carefully fused into their strong, independent personalities.

The Bridge To Terabithia presents outstanding examples of sexual role models for children of both sexes. Leslie can run, think, care for others and laugh. Jess learns through the relationship with Leslie that intuitive values are the substance upon which dreams can be built. The relationship between Leslie and Jess may be one of the finest available in children's literature. This book is remarkably free of sexual stereotypes. I would highly recommend this book for the overall development of the children's personalities. None of the potential problems for analysis apply to Bridge To Terabithia.

The Westing Game has a number of prominent characters but the protagonist is Turtle Wexler.

Turtle is something of a tomboy and frequently kicks the other characters in the story. She is not criticized for this independent trait by the author and develops into a delightfully interesting person. The other females are also portrayed as complete persons. The judge, a black woman, is shown to be a highly competent, caring person. Additionally, most of the female characters develop during the book, and watching this growth is especially satisfying. I feel the three analyzing concepts have little relevance for this book. The Westing Game is a positive image book for women.

The final book from the period, A Gathering Of Days, is an historical novel about a young girl's New England childhood. Consequently, Catherine Hall, the protagonist, is continually seen in traditional feminine roles. She is courageous and demonstrates this by helping a runaway slave. Upon the death of her closest friend, the reader experiences the sorrow of Catherine's loss. Though consistently shown in traditional roles, the book does not have a sexist tone. In fact, since Catherine goes away to school the book could be looked at as breaking away from the traditional past. I do not feel the three areas of examination apply to this book.

During the second period of this study, there is a significant change in female portrayal. Leslie Burke, Turtle Wexler and Cassie Logan represent the new images in children's literature. Leslie leads Jess to greater levels of fulfillment and personal development. The kingdom of Terabithia is the result of Leslie's creative imagination. In an almost curious role reversal, Leslie represents strength and confidence while Jess demonstrates self-doubt, intuition and artistic values. Turtle Wexler changes from a bratty, shin-kicking thirteen year old to a mature compassionate woman. Turtle gamely cross examines all the witnesses during trial and discovers the real identity of Samuel W. Westing. Turtle later compassionately holds Westing's hand at his death in the final chapter. Raskin has given a refreshing completeness to the protagonist. Cassie Logan represents a strong, self-determined person. When humiliated by Miz Lillian Jean Simms, Cassie carefully plans and gets revenge. Continually, Cassie and all the Logans act with strength and resolve, but the racial bigotry of 1933 Mississippi, not feminism, is the overwhelmingly back-drop influencing everyone and everything in the book.

A recent study suggests that the characters and situations of Newbery books are less stereotyped and the roles less sex-biased. Kinman and Henderson analyzed Newbery Award books from 1977 to 1984. The eighteen medal and honor winning books were found to have twelve positive images of females and six negative. These writers conclude: "Whether authors are consciously developing nonsterotypic characters or if this is a natural growth process of writers and literature, the results are the same...The books feature positive role models for both boys and girls by providing characters with diverse abilities and opportunities."10

My own analysis concurs with the Kinman and Henderson study. The roles played by girls and women is broadening and being enriched. Girls are refreshingly being portrayed as capable of leadership and initiative while retaining values such as kindness and love. The field of children's literature is growing by allowing girls to explore an entirely new world of self-direction and purpose. I particularly liked the fact that girls do not necessarily become dehumanized in the process. The last thing I want to see is a so-called freeing of girls by implanting the values and characteristics that have stunted boys

emotional lives. What good is freedom and self-direction if the price is sacrificing one's emotional self? Fortunately, the new generation of books seems to be healthy combination of the values traditionally assigned to both sexes. This will hopefully allow future readers to enjoy children's books free of unhealthy, limiting stereotypes.

Endnotes

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2 John Rowe Townsend, Written For Children (New York: J.B. Lippincott, 1983) 30.

3 Jim Roginski, Newbery and Caldecott Medalists and Honor Book Winners (Littleton, Colorado: Libraries Unlimited, Inc. 1982) 16.

4 Carlene Aborne, "The Newberys: Getting Them Read (It Isn't Easy)" School Library Journal, April 1974: 33.

5 Zena Sutherland, "Not Another Article On The Newbery-Caldecott Awards?" Top Of The News, April 1974: 249-253.

6 Beverly Burgoyne Young, "The Young Female Protagonist In Juvenile Fiction: Three Decades Of Evolution," diss., Washington State University, 1985, 49-50.

7 Ibid, 52-54.

8 Feminists on Children's Literature, "A Feminist Look At Children's Books" Library Journal, 15 January 1971: 236.

9 Carolyn Sherwin Bailey, Miss Hickory (New York: The Viking Press, 1946) 74.

10 Judith R. Kinman, "An Analysis of Sexism in Newbery Medal Award Books from 1977 to 1984) Reading Teacher, May 1985:885-889.

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